



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes

TO: D65 Board of Education,

Superintendent Dr. Angel Turner

FROM: Donna Cross: Interim Executive Director of
Research, Accountability, and Data

DATE: November 6, 2023

RE: Equity Progress Indicator and Strategic Plan
Update

Objective: ☐ Information ☒ Discussion ☐ Follow-up ☐ Decision

Introduction:

The Research, Accountability, and Data (RAD) Department is pleased to present to you the Equity Progress Indicators and Strategic Plan Data Analysis Report. This report provides an in-depth examination of our district's performance based on the D65 Equity Progress Indicators(EPI) in alignment with the Illinois State Board of Education (ISBE) "Equity Journey Continuum" as well the progress toward the D65 Strategic Plan Goals. The data analysis is organized by the EPIs as outlined by our Strategic Plan, ensuring we can track and measure our progress toward our district and state goals.

Background:

Below, you will find a brief overview of the state's Equity Progress Indicators framework and our strategic plan's alignment with these indicators. This section sets the context for the data analysis and highlights the importance of addressing equity in education.

Equity Progress Indicators(EPI) for the "Equity Journey Continuum"(ISBE)

Learning Conditions: All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

Equity Progress Indicators aligned to D65 Strategic Plan

Learning Conditions (EPI)
Strategic Goal 1: Access, equity, and opportunity practices that increase and improve access to resources for underrepresented students and students with varying levels of academic preparation
Student Learning (EPI)
Strategic Goal 2: Develop organizational and accountability practices by designing and implementing an equity-driven data system to evaluate the District's outcomes in each year of the strategic plan
Elevating Educators (EPI)
Strategic Goal 4: Recruit, select, develop, and retain highly effective staff and partners invested in the best educational opportunities and support for all students and staff

Overview of Report:

The Equity Progress Indicators and Strategic Plan Data Analysis Report is organized in the following way:

- Heading: Equity Progress Indicator
- Subheading: Aligned D65 Strategic Plan Objective
- Key Strategies aligned to the above indicator and objective.
- Measures and Targets used to monitor progress toward the objective.
- Reflection on the data presented
- Data Charts and Graphs

Future Reporting:

As this report becomes more streamlined, the RAD Department will provide more in-depth analysis of certain measures and targets such as Panorama and Early Childhood outcomes. We are also exploring other ways to monitor progress on Strategic Plan Objectives across all departments. Finally, with the release of the School Data Dashboard and the new Journey Jam protocol, we are beginning to receive feedback from schools on the overall implementation and success and will be sharing the results of those findings at the next EPI and Strategic Plan update in February.



Equity Progress Indicator and Strategic Plan Report

November 6, 2024



Learning Conditions(EPI)

Strategic Objective 1.1: Ensure all schools have positive school climates built upon transparent and equitable policies and practices where all members of the school community (students, staff, partners, and family) feel emotionally and physically safe, included, and accepted

Key Strategies:

- Teacher attendance reports are created and sent to school leaders once a month.
- Chronic Daily Absence reports for students below 90% attendance are to be sent to schools in order to provide intensive attendance support.
- PowerSchool MBA Attendance plugin training to make reporting and communication more streamlined.
- Development of “Attendance and Reporting Procedures” that include roles, responsibilities, and timelines to ensure procedures are clear and consistent across schools.
- Supporting school-based Climate team and CARES teams and attending School Climate Team meetings to build capacity at the school level.
- Providing monthly behavior reports and technical assistance for schools to review those reports
- Revised the bully investigation and reporting procedures.
- CPI training was provided for 80 staff in October and scheduled for more than 60 staff in November.
- Rollout of new CharacterStrong SEL curriculum in the Middle Schools.



Attendance

Attendance Measures and Targets

Increase average daily attendance in Kindergarten through 8th grade to 95%

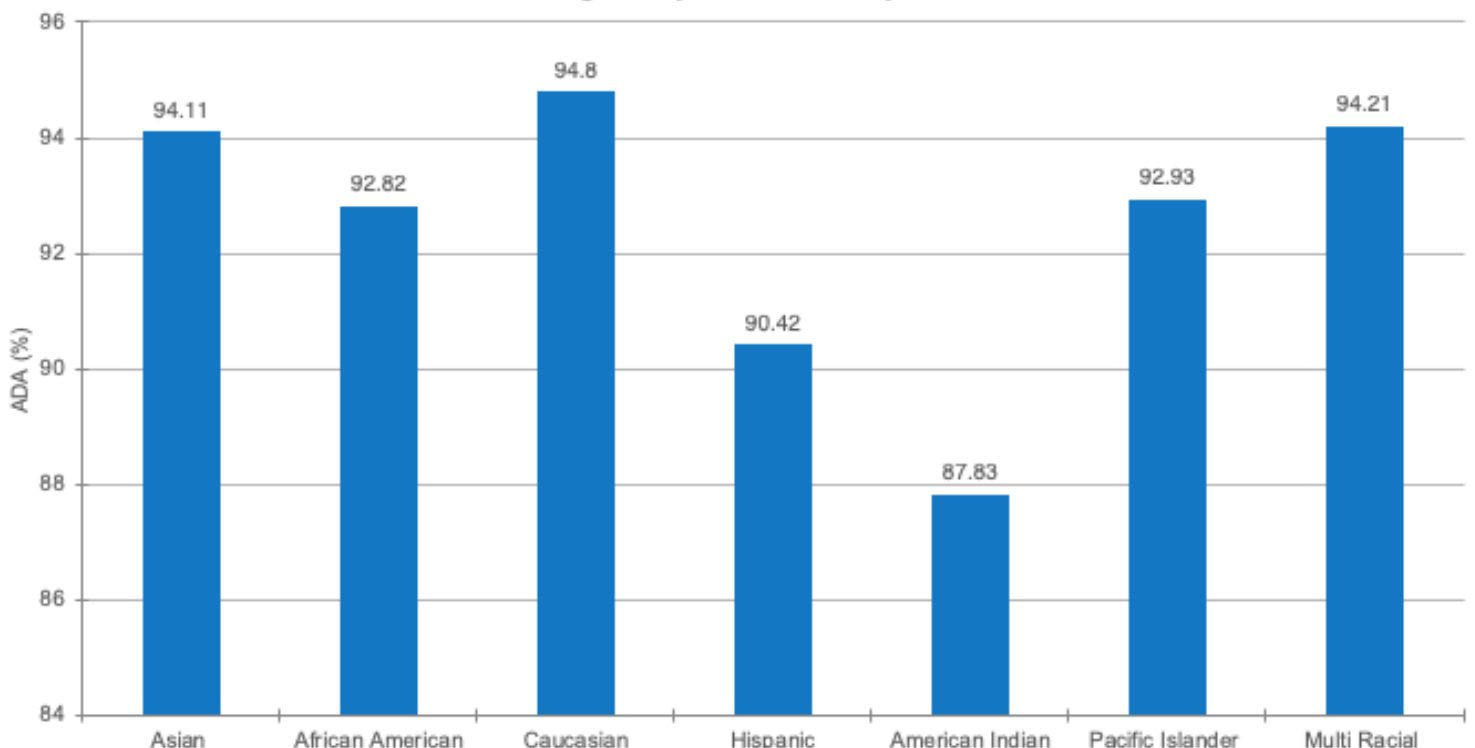
Data Reflection

- Attendance is trending up from 91% in SY22 and 92% in SY23.
- Attendance in the K-5 schools are, on average, higher than in the middle and magnet schools.
- Hispanic students and Pacific Islander students have the lowest average daily attendance while caucasian students and multi-racial students have the highest average daily attendance.

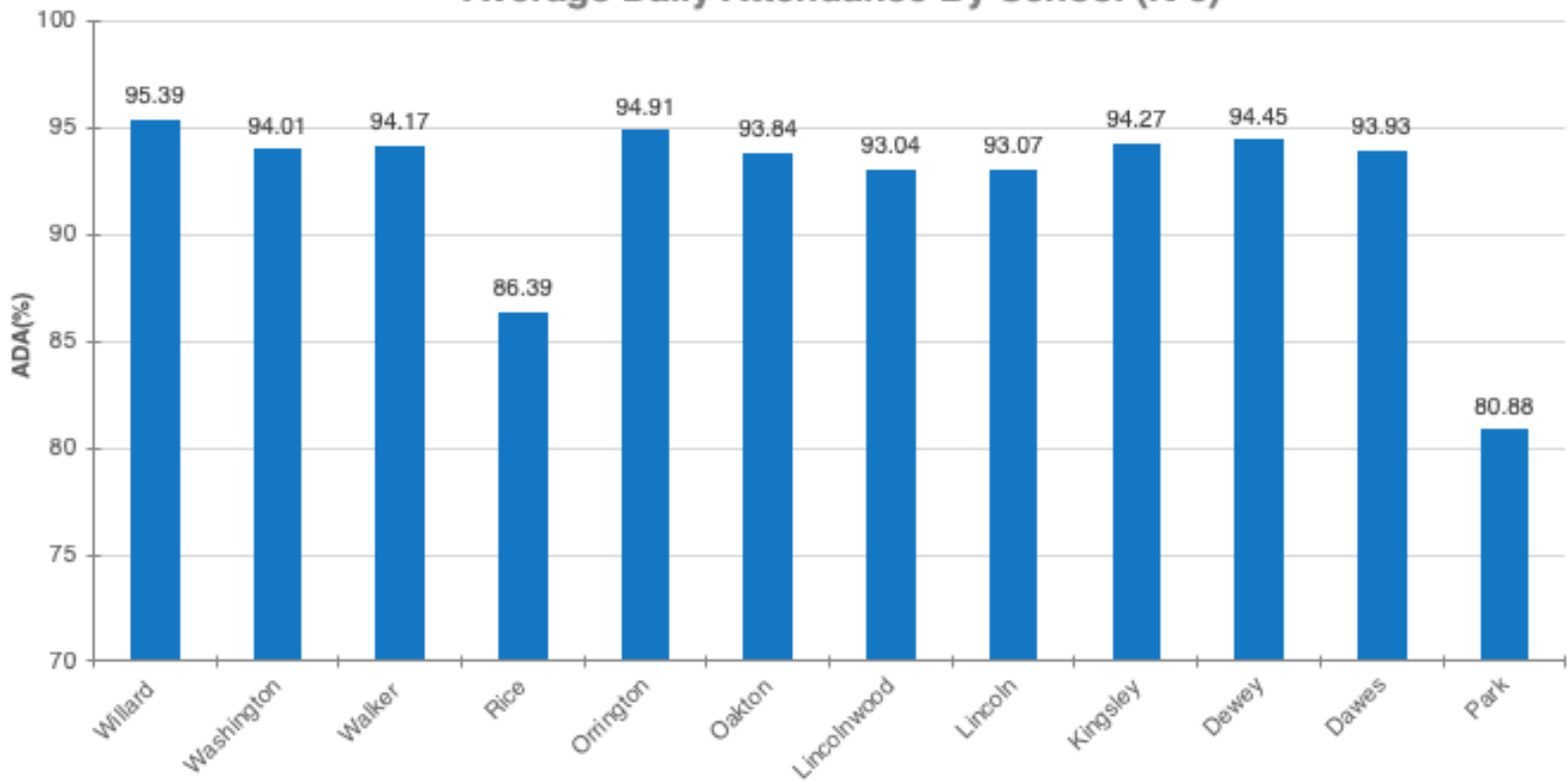
Average Daily Attendance



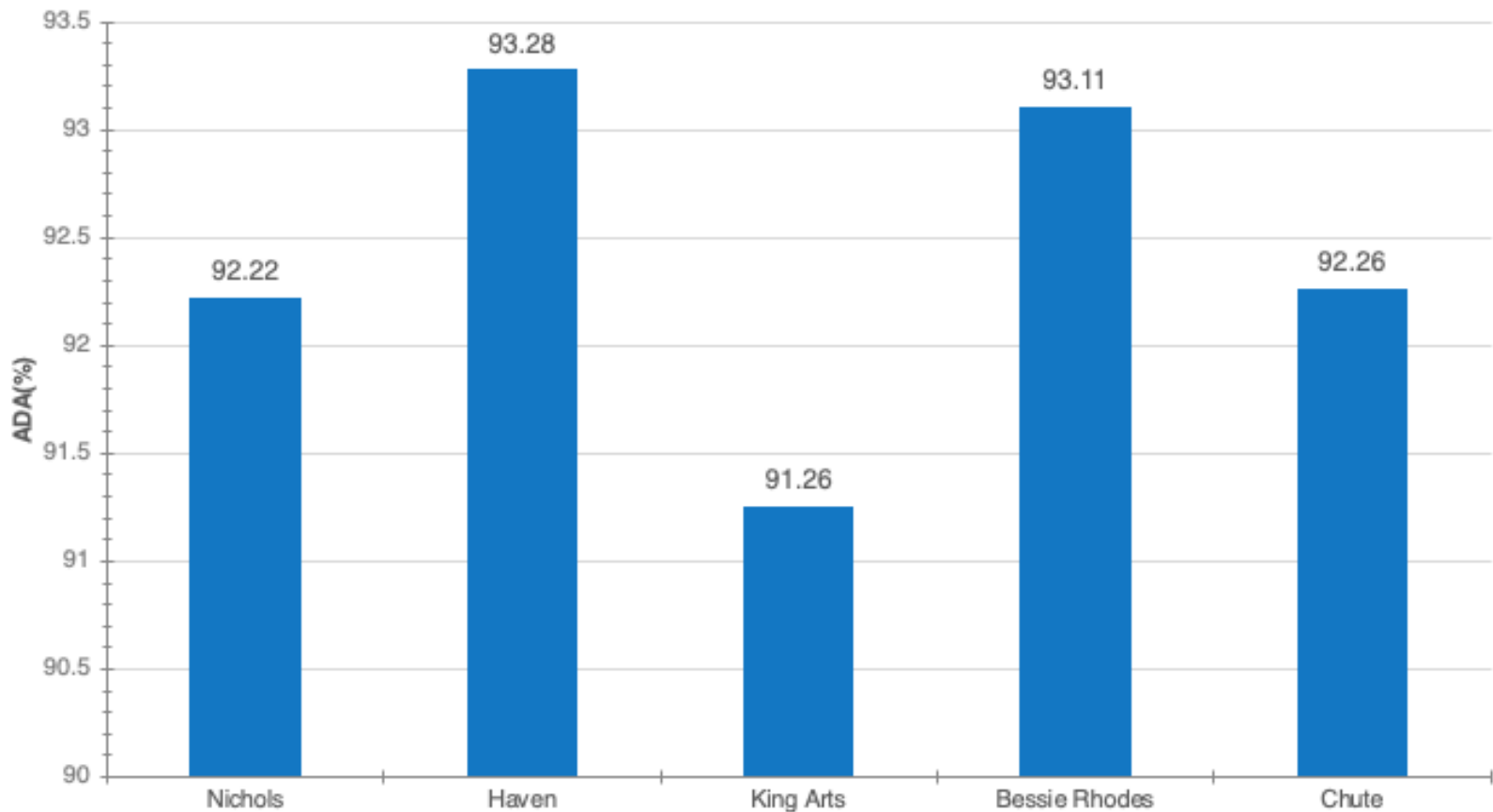
Average Daily Attendance By Race



Average Daily Attendance By School (K-5)



Average Daily Attendance By School (Middle/Magnet)



5 Essentials

5Essentials Measures and Targets

Increase 15 % on 5Es in the area of Supportive Environment, Collaborative Teachers, and Involved Families.

Data Reflection

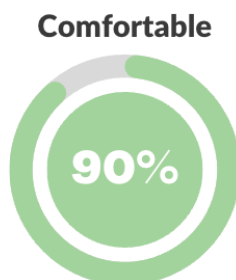
- Effective Leaders increased by 5 points (13%) moving from “Weak” to “Neutral” (SY23)
- Collaborative Teachers increased by 8 points (24%) moving from “Weak” to “Neutral” (SY23)
- Involved Families increased by 5 points (9%) moving from “Neutral” to “Strong” (SY23)
- Supportive Environment decreased by 10 points (-17%) (SY23)
- Ambitious Instruction decreased by 2 points (-4%) (SY23)
- Increase in Effective Leaders, Collaborative Teachers, and Involved Families is evident. Will collect more student voice on “Supportive Environment” with Panorama survey.

District 65 5Essentials Scores Over Time

Essential	2021	2022	2023
Effective Leaders	44	39	44
Collaborative Teachers	41	34	42
Involved Families	63	58	63
Supportive Environment	65	58	48
Ambitious Instruction	56	56	54

Legend for Performance Levels	
0-39	Weak - least & less implementation
40-59	Neutral - average implementation
60-100	Strong - more & most implementation

Students agree/strongly agree that teachers make them feel...



Retrieved from 5Essentials "Teacher-Student Trust"



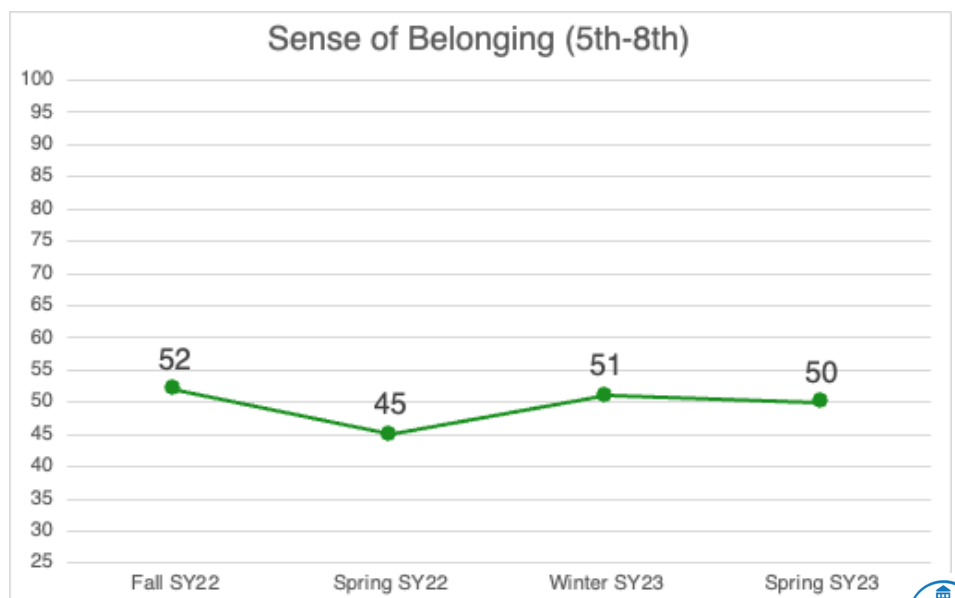
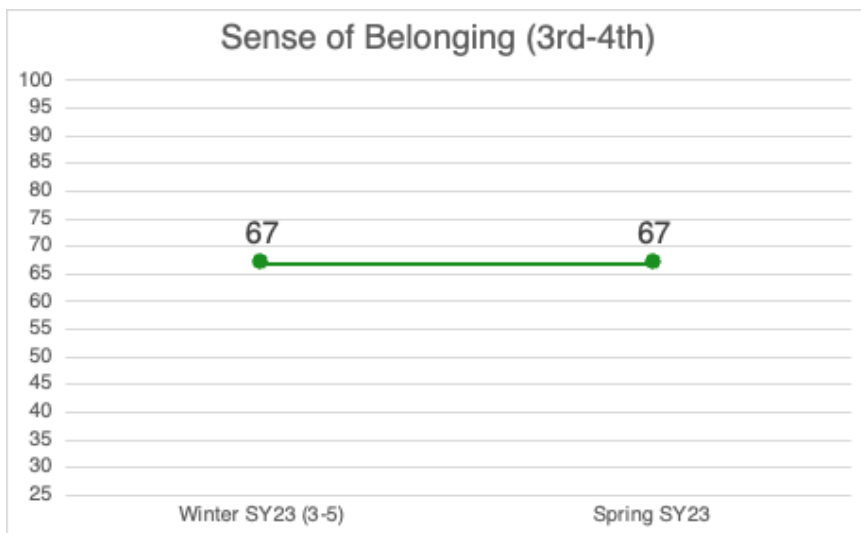
Panorama

Panorama Measures and Targets

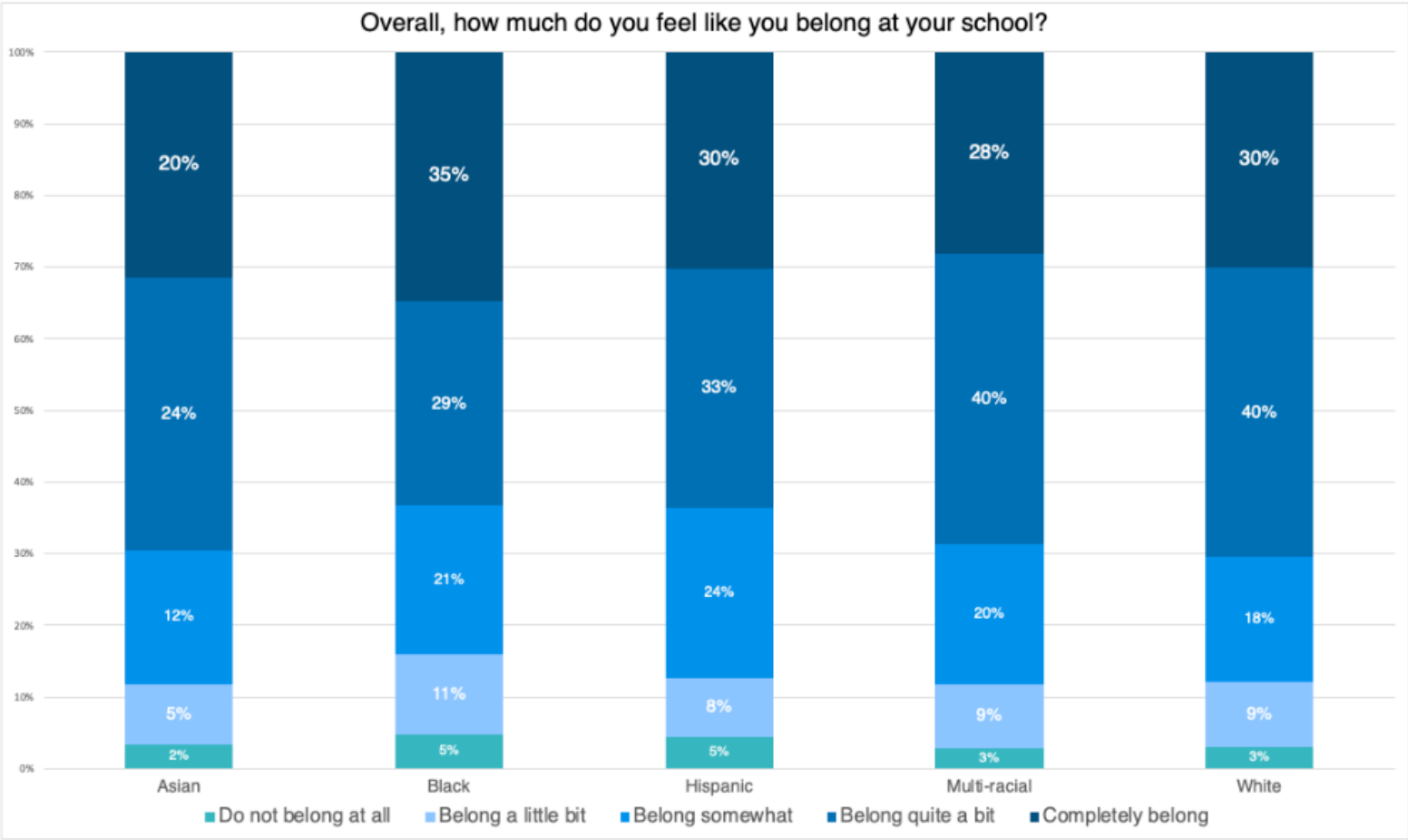
Increase positive responses by 15% in Sense of Belonging on the Panorama Survey

Data Reflection

- “Sense of Belonging” has stayed relatively steady over the past three years for grades 5-8 at 50% and exactly the same last year for grades 3-4 at 67%
- Black students in 3rd-8th grades have the highest percentage of students who say they “Do not belong at all” or “Belong a little bit” at 16% while Asian students have the lowest at 7%.



Panorama



Retrieved from Spring Panorama Survey in SY23
Total of 2620 Responses



Behavior



Behavior Incident (Branching Minds) Measures and Targets

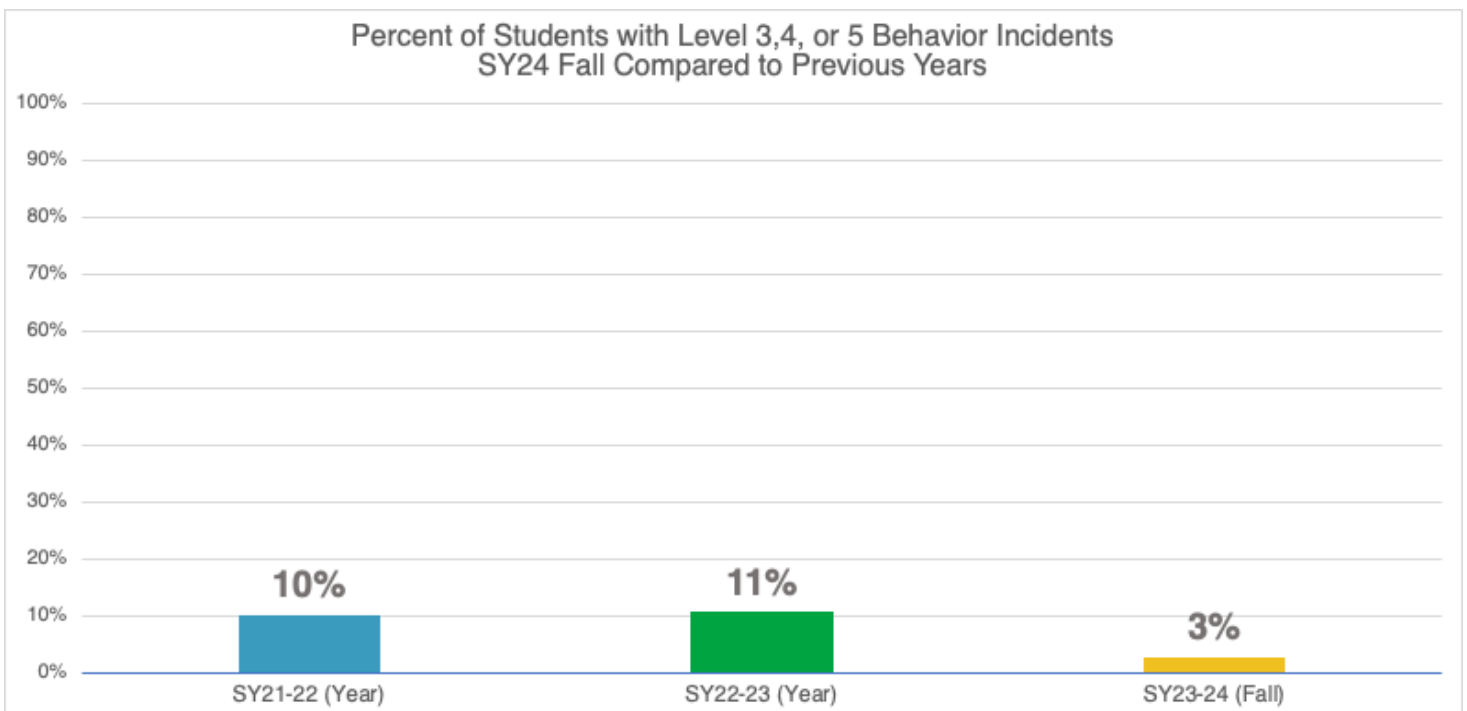
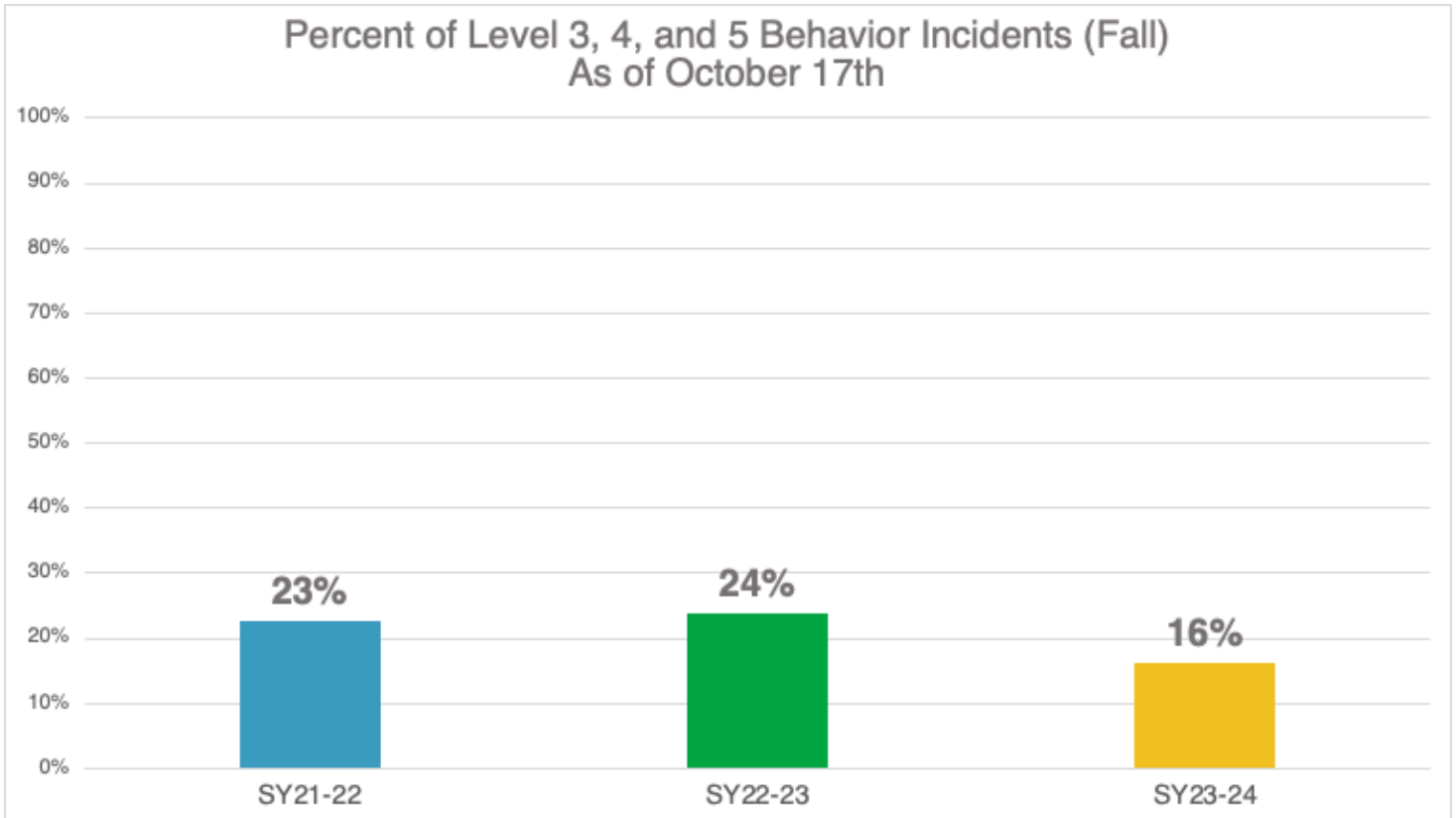
- Decrease percent of students with a level 3,4, or 5 behavior incident from 10% to 5%
- Decrease the percentage of Level 3, 4, and 5 behavior incidents from 22% to 15%
- Districtwide student suspension rate at 2%
- Decrease disproportionality rate in suspensions by race, lunch status, and IEP status by 5%

Data Reflection

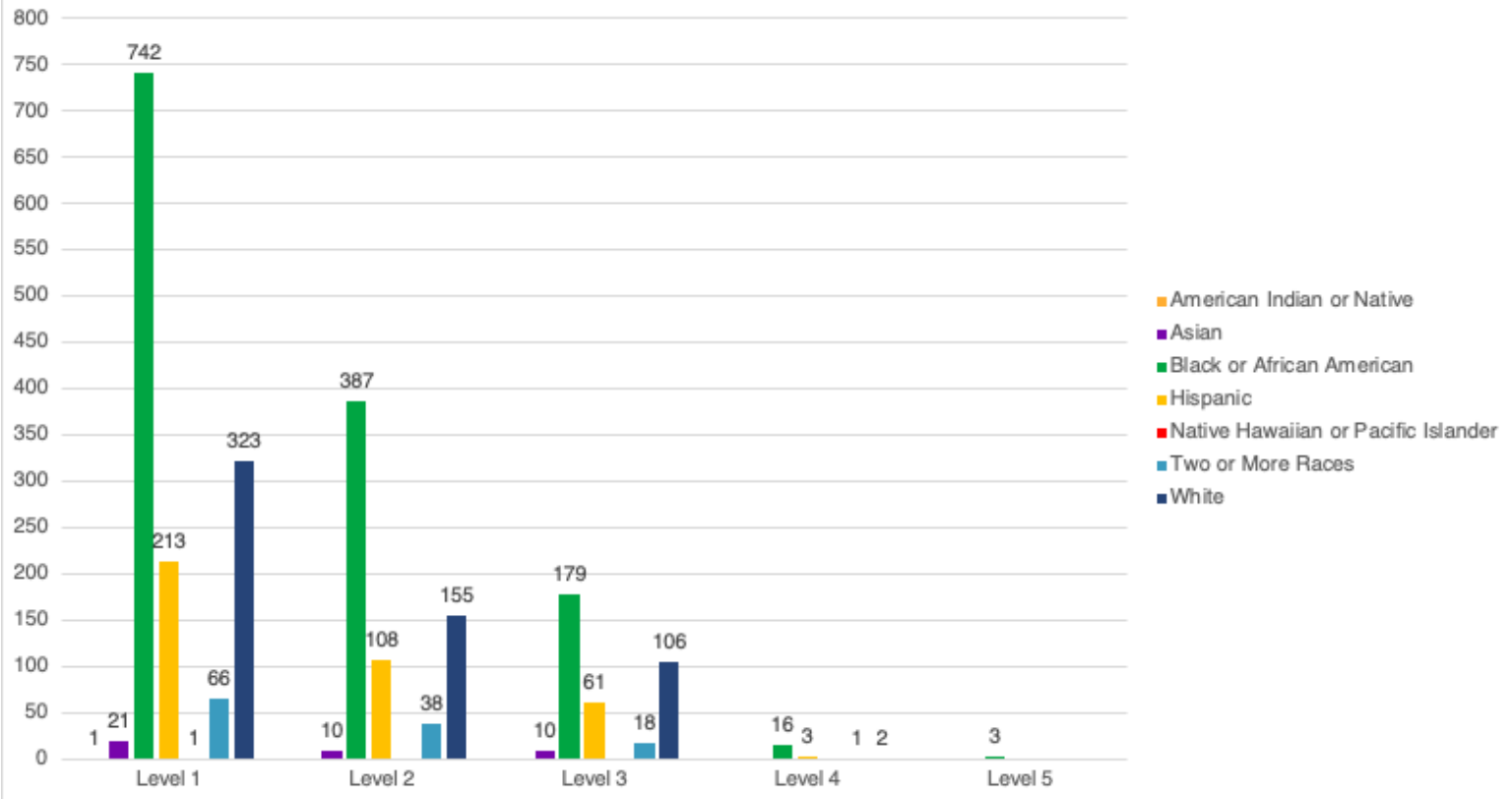
- Currently, only 16% of the total number of behavior incidents are Level 3, 4, or 5 as compared to the same time in SY23 and SY22 at 24% and 23% respectively.
- Currently, only 3% of students have a Level 3, 4, or 5 behavior incident. The district is currently on track to reach the goal (5%).
- Decrease in the percent of suspensions by black students by 2% and a decrease in the percent of suspensions by Hispanic students by 8%.
- Decrease in percent of behavior incidents by black students from 62% to 54%
- Increase in percent of behavior incidents by hispanic students from 7% to 16%.
- Decrease in the percent of behavior incidents being received by students with IEPs from 44% to 37%. (Fall of SY23 compared to Fall SY24)



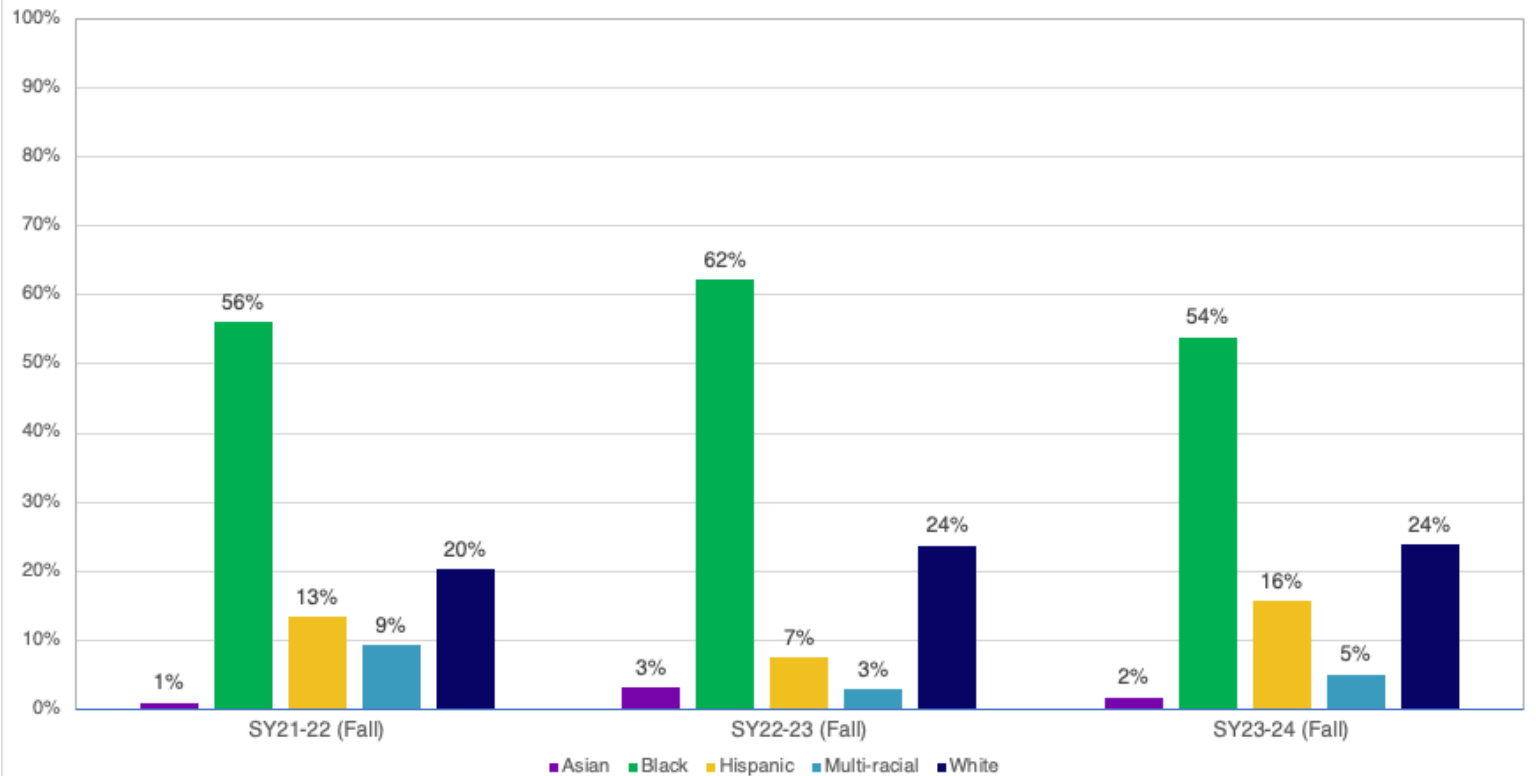
Behavior



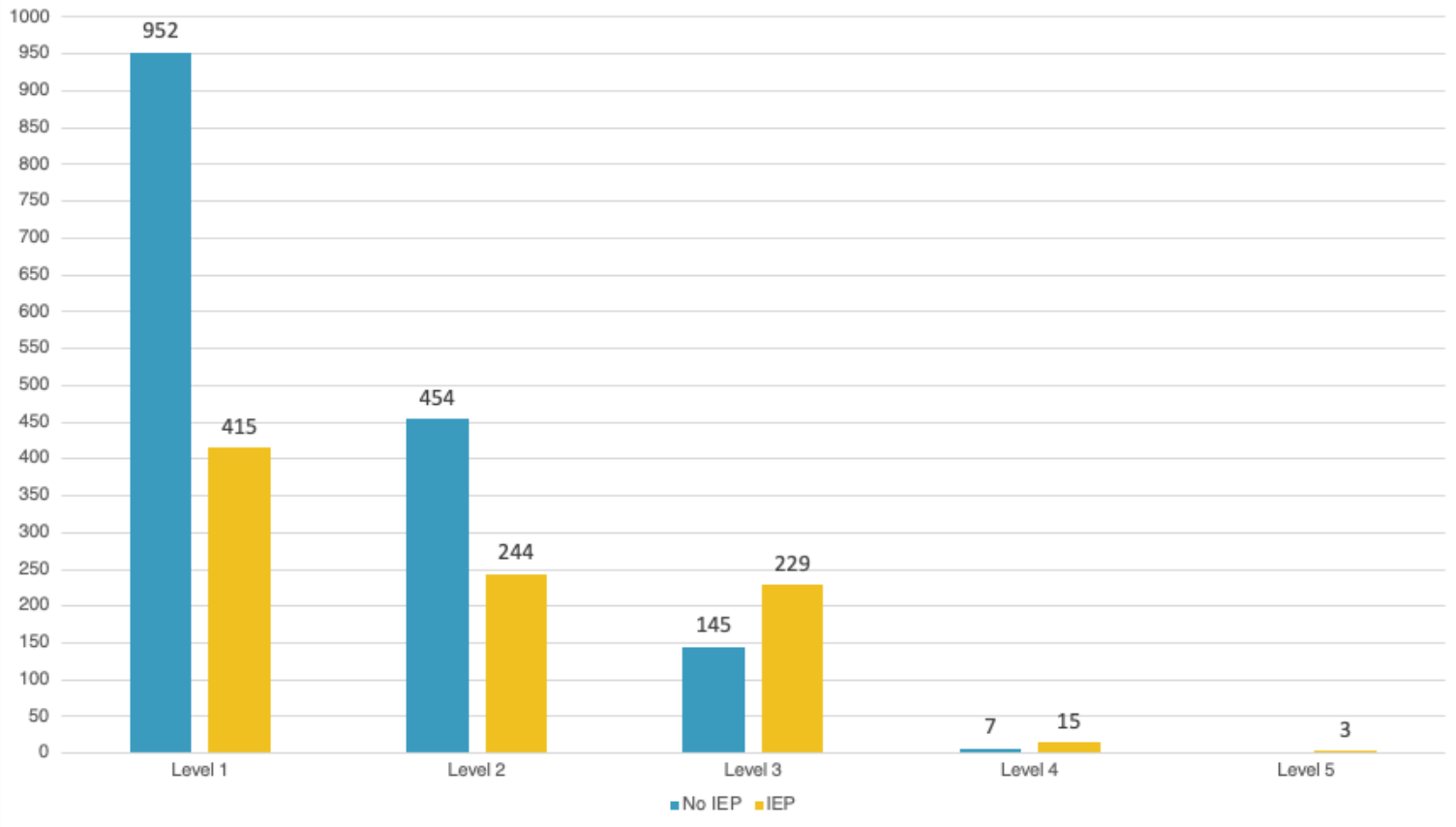
SY24 Behavior Incidents by Race
As of October 17th



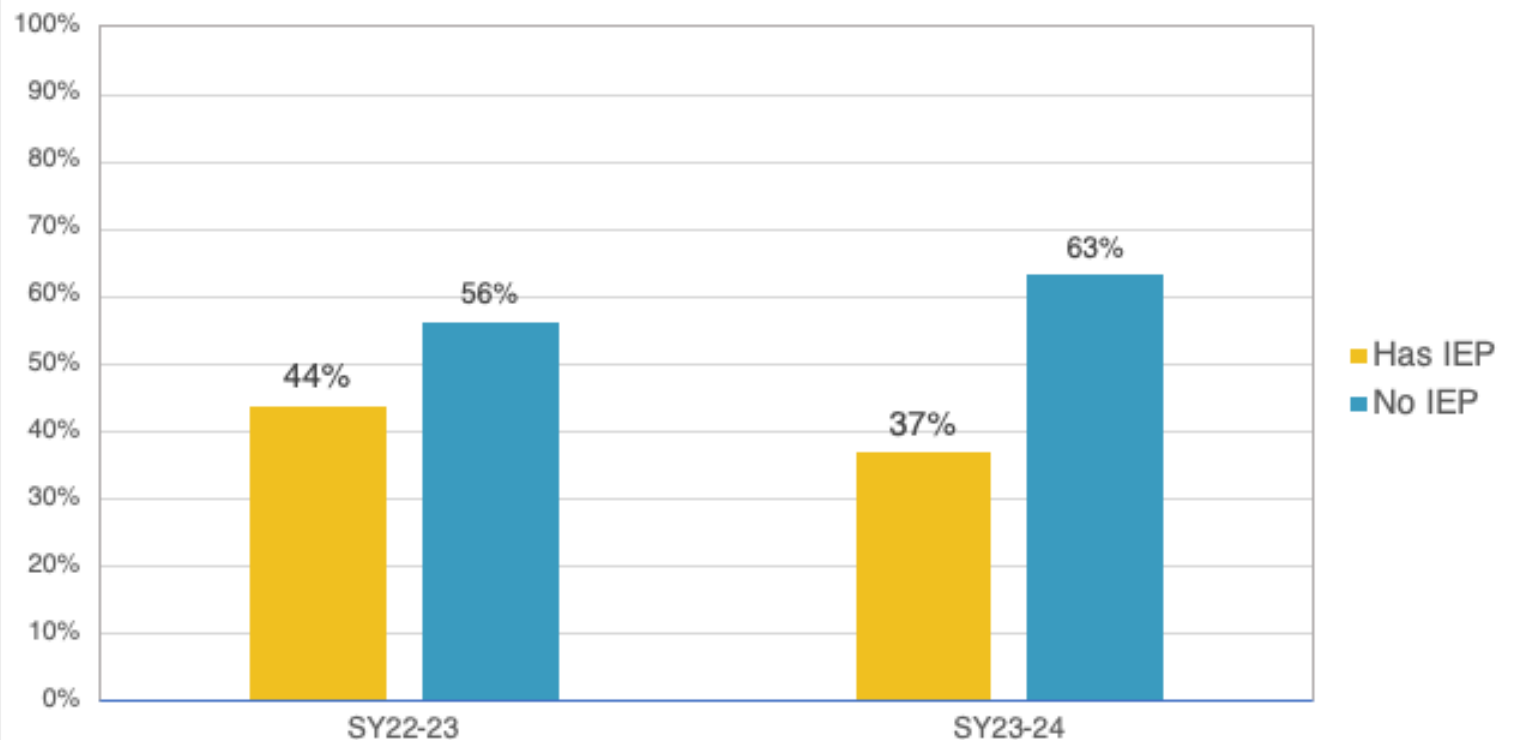
Total Incidents by Race
As of October 17th



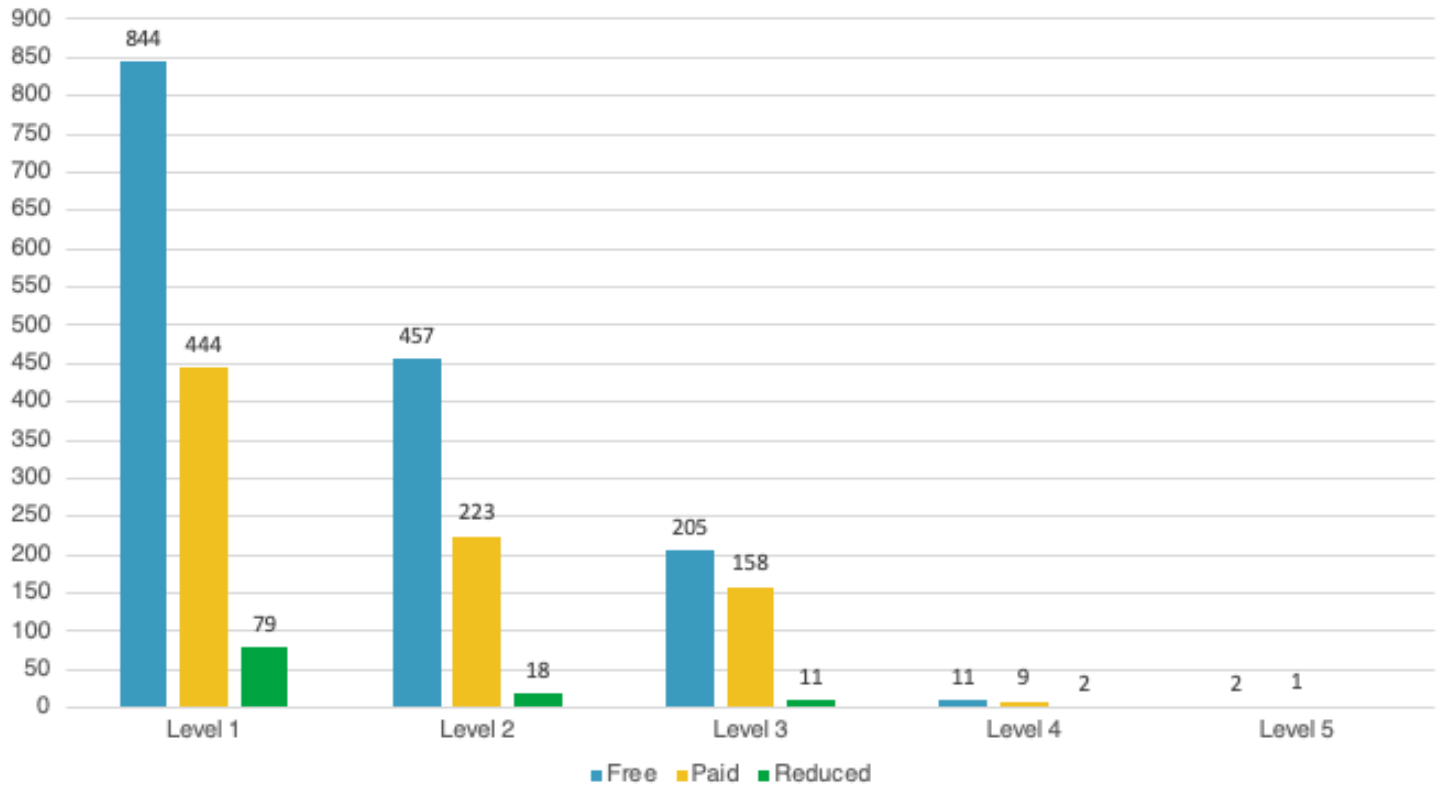
SY24 Behavior Incidents by IEP Status
As of October 17th



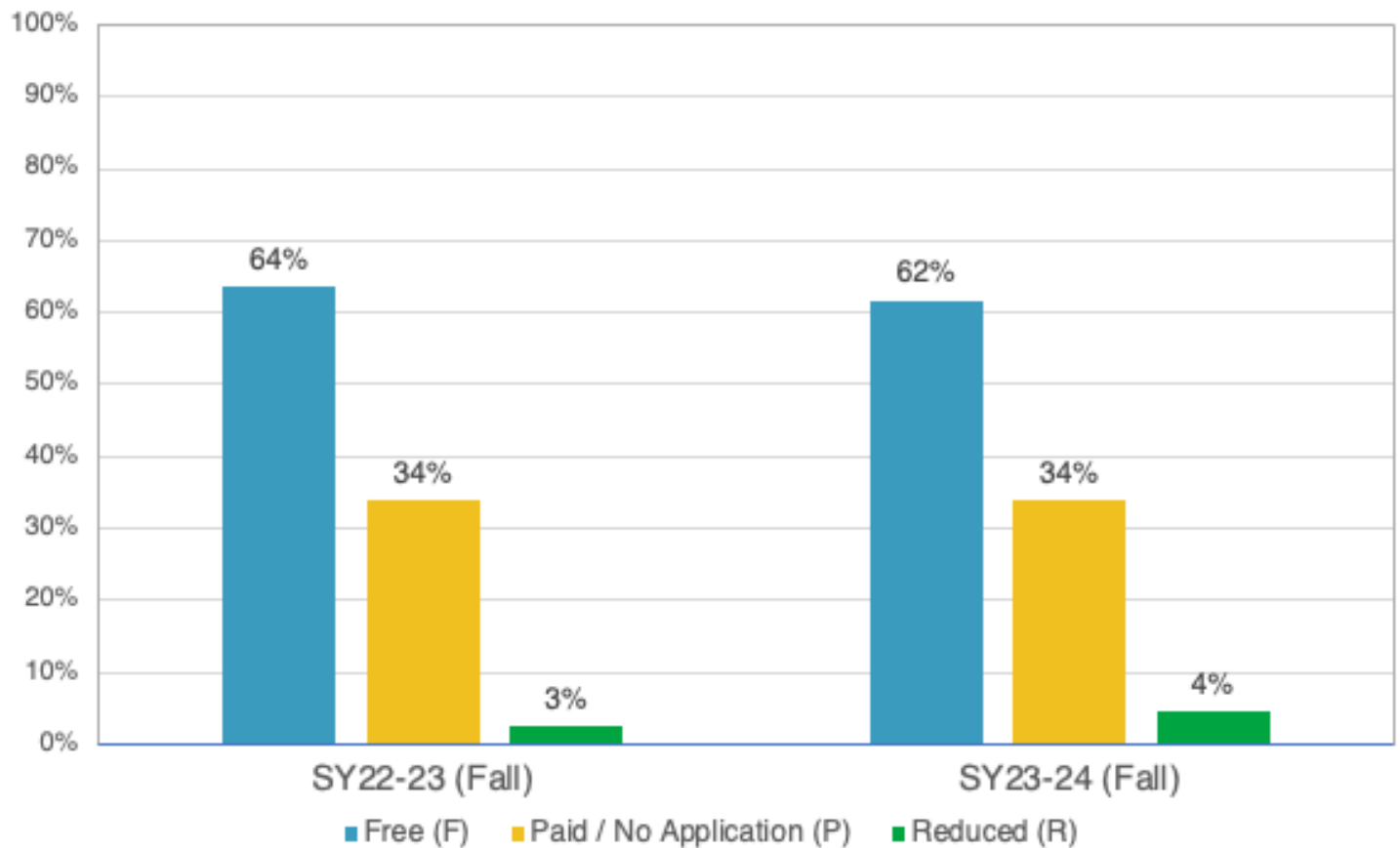
Total Incidents by IEP Status
As of October 17th



SY24 Behavior Incidents by Lunch Status
As of October 17th

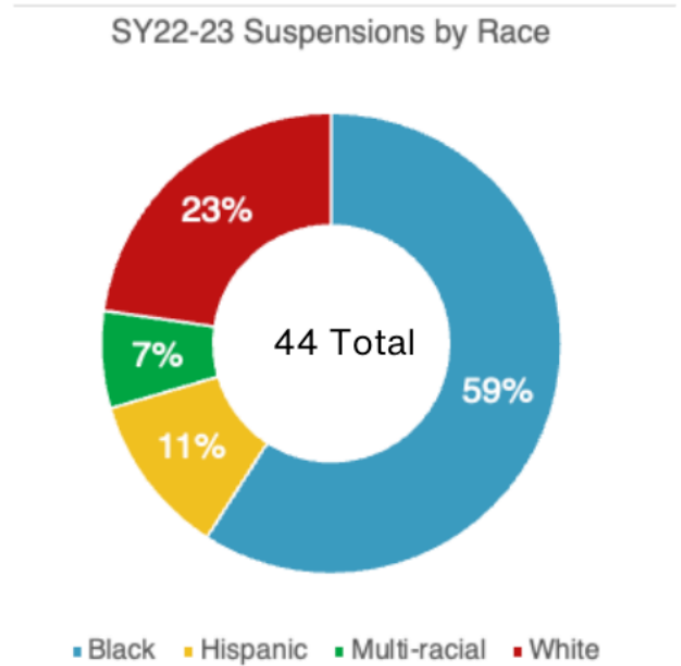
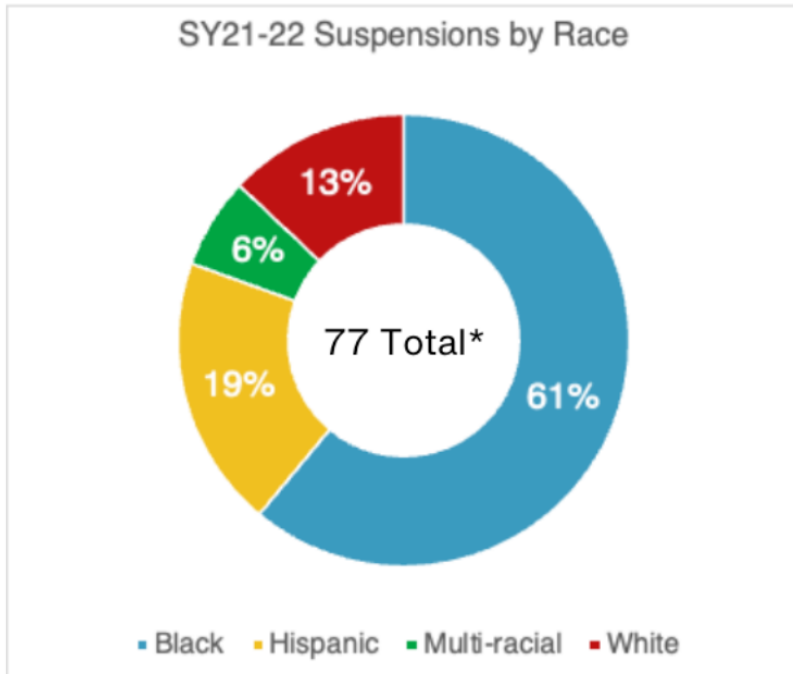


Behavior Incidents by Lunch Status
As of October 17th



Suspension Data

In-School and Out of School Suspensions Included



*Previous reports stated 148 suspensions in SY22. However, after further documentation review, there were 148 days of suspension not 148 total suspensions. Documentation and suspension letters show only 77 total suspensions. The data is coming from the "Suspension Letter Process." When either ISS or OSS is given, the district is notified and the family is notified by the Suspension/ISS letter template.



Student Learning (EPI)

Strategic Objective 2.1: Improve the District's data management, data systems, and the capacity to support district-wide data collection, analysis, and districtwide reporting

Strategic Objective 2.3: Examine various student outcomes disaggregated and analyzed to performance level for all identifiable groups of learners, achievement, and performance gaps.

Key Strategies:

- Development and release of new School Data Dashboard. The School Data Dashboard is a comprehensive tool that includes complete student demographic and programmatic data, attendance, grades, NWEA MAP scores, State testing scores, and behavior incident counts. The Schools Data Dashboard is released after testing sessions, progress reports, and the end of the trimester.
- Modified the EPI and Strategic Plan report format to encompass all essential data while maintaining readability.
- Combined the Reality Check and CCV protocols into one protocol called “Journey Jams” which takes place in 2 hours at the school site and focuses on collaborative problem-solving and consultancy.
- Focus on equitable literacy practices using new instructional materials in K-5 (Wit and Wisdom)
- Build highly effective Professional Learning Communities (PLC) to develop practices to support standards-based learning and grading in middle school.
- Instructional PLCs in middle school science based on a phenomenon and supporting student-led inquiry.



Academic Outcomes Measures and Targets

English Language Arts Academic Goals			Math Academic Goals		
Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Assessment MAP and IAR	Baseline (SY22)	Goal by 2027
% Meeting College Readiness Benchmarks (SAT) on MAP	73%	80%	% Meeting College Readiness Benchmarks (SAT) on MAP	43%	50%
% at or below the 25th percentile on MAP	16%	12%	% at or below the 25th percentile on MAP	19%	9%
% of students Meeting/Exceeding growth targets on MAP	62%*	75%	% of students Meeting/Exceeding growth targets on MAP	64%*	75%
% of students with Meets(4) or Exceeds(5) on IAR	40%	55%	% of students with Meets(4) or Exceeds(5) on IAR	40%	55%

*Data pulled from SY21-22 assessments. MAP growth targets are Spring to Spring. Previous goals stated growth target from Fall to Spring

Data Reflection

- Increase of 4% of students with “Meets”(4) or “Exceeds”(5) on IAR in ELA and a 1% increase in Math.
- Increase in students meeting CCR(SAT) in math from 43% to 48% on Spring assessment.
- Increase in students meeting CRB(SAT) in ELA in the Fall from 73% in SY23 to 78% in SY24.
- Increase in students meeting CRB(SAT) in Math in the Fall from 46% in SY23 to 52% in SY24.
- Decrease in students at/below the 25th percentile in ELA in the Fall from 15% in SY23 to 12% in SY24.
- Decrease in students at/below the 25th percentile in Math in the Fall from 19% in SY23 to 16% in SY24.
- Increase in students “Making Expected Gains” in ELA from 56% to 60%.
- Decrease in students “Making Expected Gains” in Math from 65% to 60%.
- MAP Fluency scores remain relatively consistent with the exception of percent of students meeting/exceeding benchmarks in Kindergarten “Phonics and Word Recognition-SPN” from 50% to 79% and 2nd grade “Literal Comprehension-ENG” from 74% to 79%.



SY23 Data

English Language Arts Academic Goals			
Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Spring SY23
% Meeting College Readiness Benchmarks (SAT) on MAP	73%	80%	ELA  73%
% at or below the 25th percentile on MAP	16%	12%	ELA  14%
% of students Meeting/Exceeding growth targets on MAP	62%*	75%	ELA  57%
% of students with Meets(4) or Exceeds(5) on IAR	40%	55%	ELA  45%

*Data pulled from SY21-22 assessments. MAP growth targets are Spring to Spring. Previous goals stated growth target from Fall to Spring

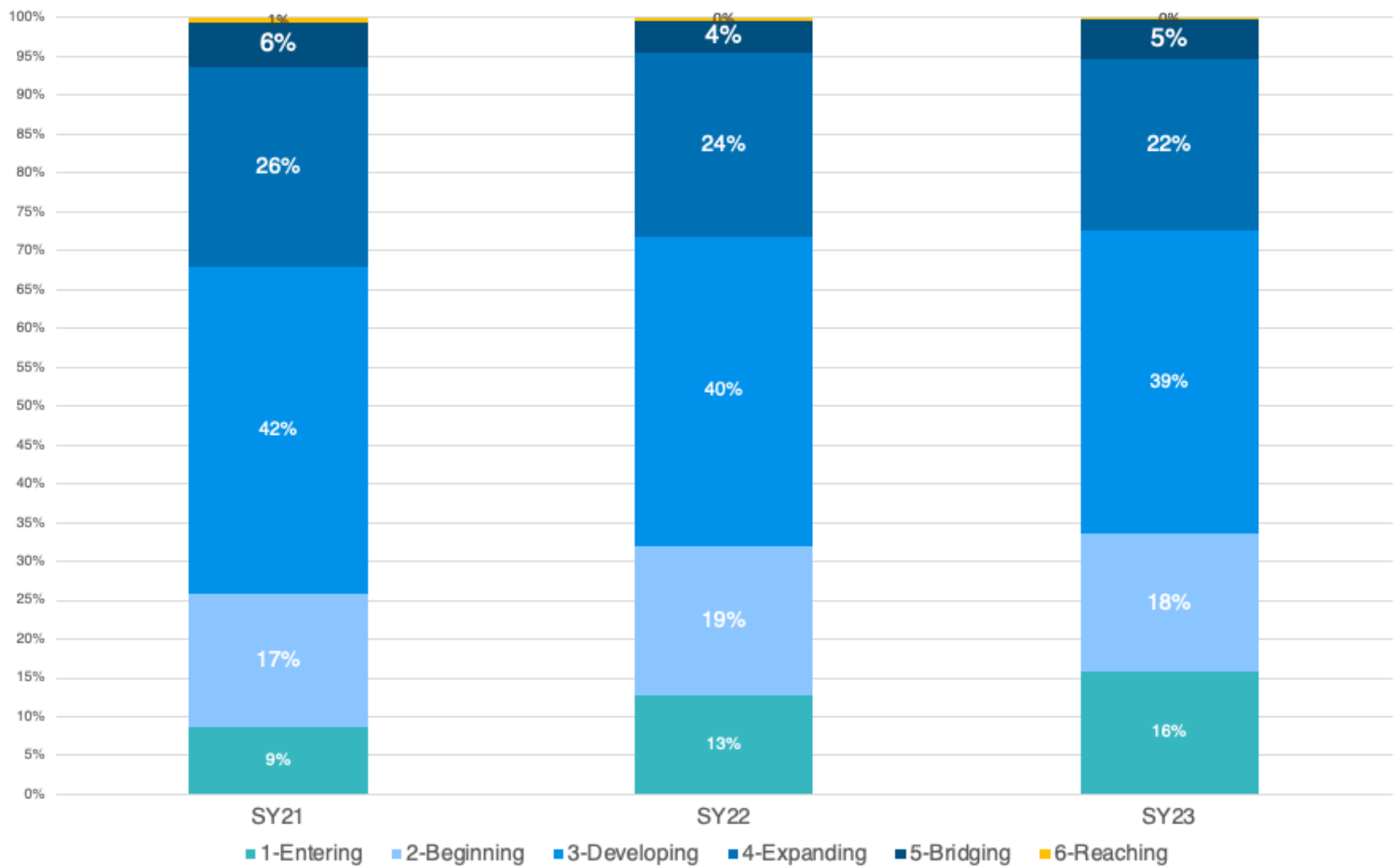
Math Academic Goals			
Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Spring SY23
% Meeting College Readiness Benchmarks (SAT) on MAP	43%	50%	Math  48%
% at or below the 25th percentile on MAP	19%	9%	Math  17%
% of students Meeting/Exceeding growth targets on MAP	64%*	75%	Math  58%
% of students with Meets(4) or Exceeds(5) on IAR	40%	55%	Math  41%

*Data pulled from SY21-22 assessments. MAP growth targets are Spring to Spring. Previous goals stated growth target from Fall to Spring

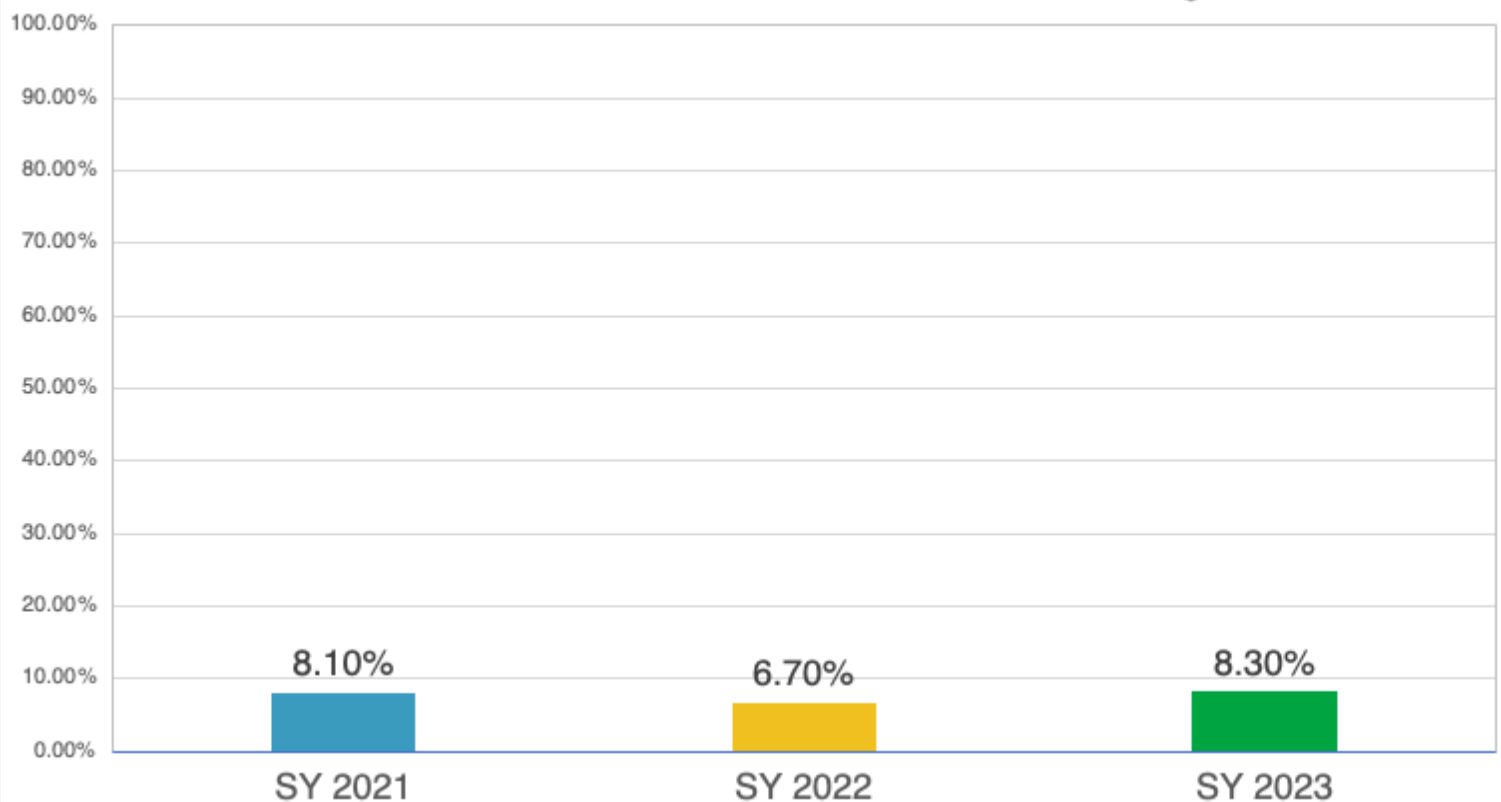


ACCESS (SY23)

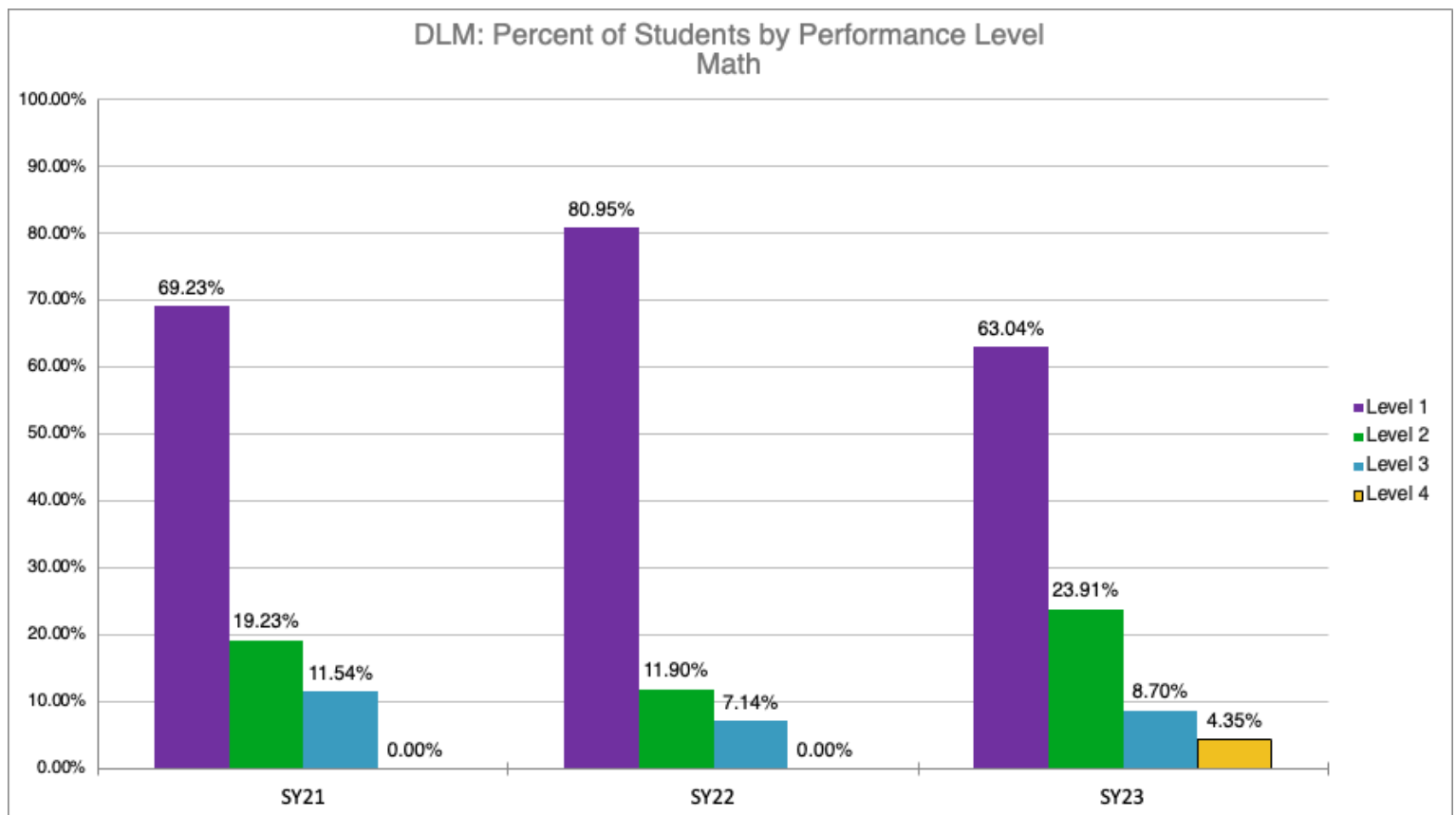
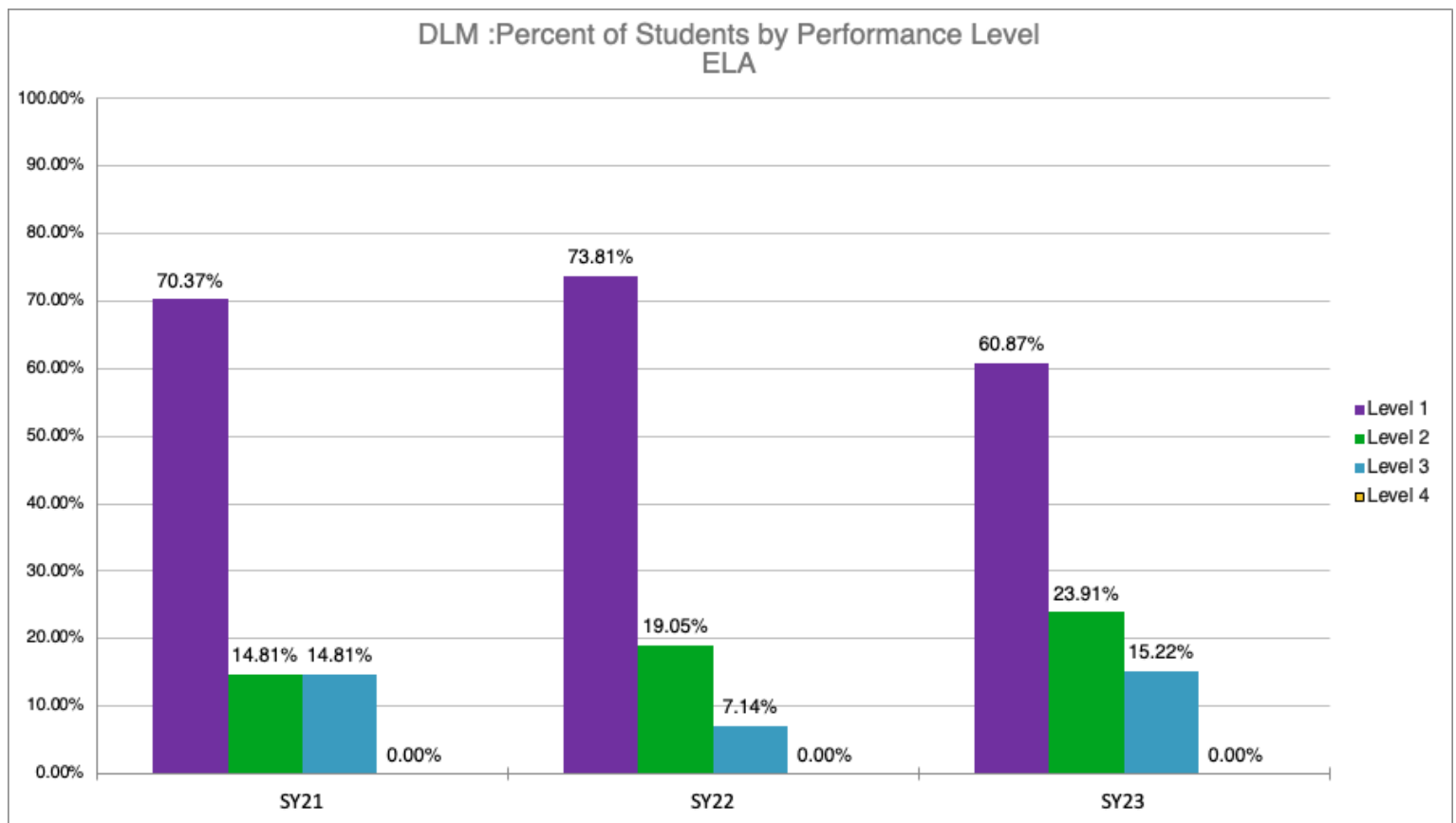
SY23 ACCESS: Composite Proficiency Levels



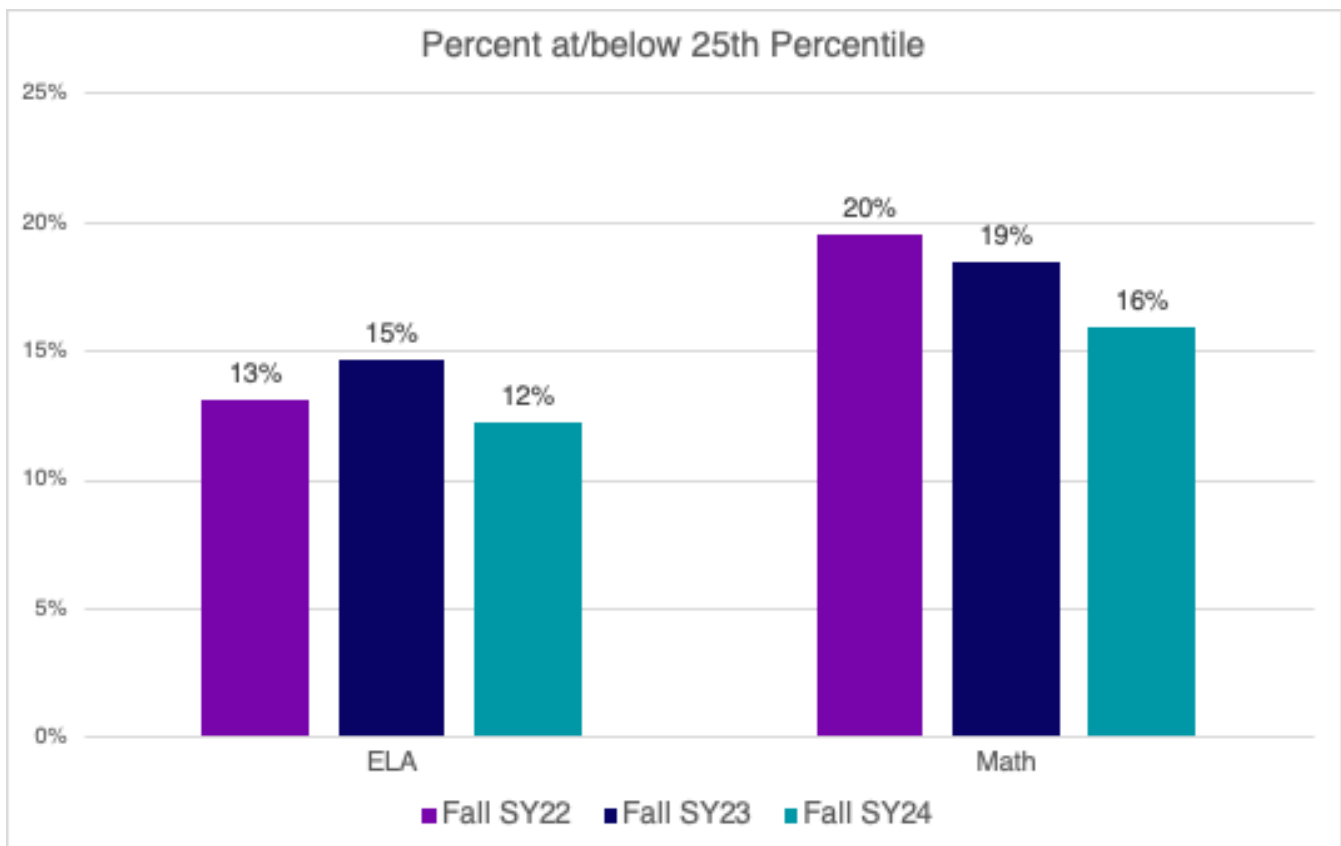
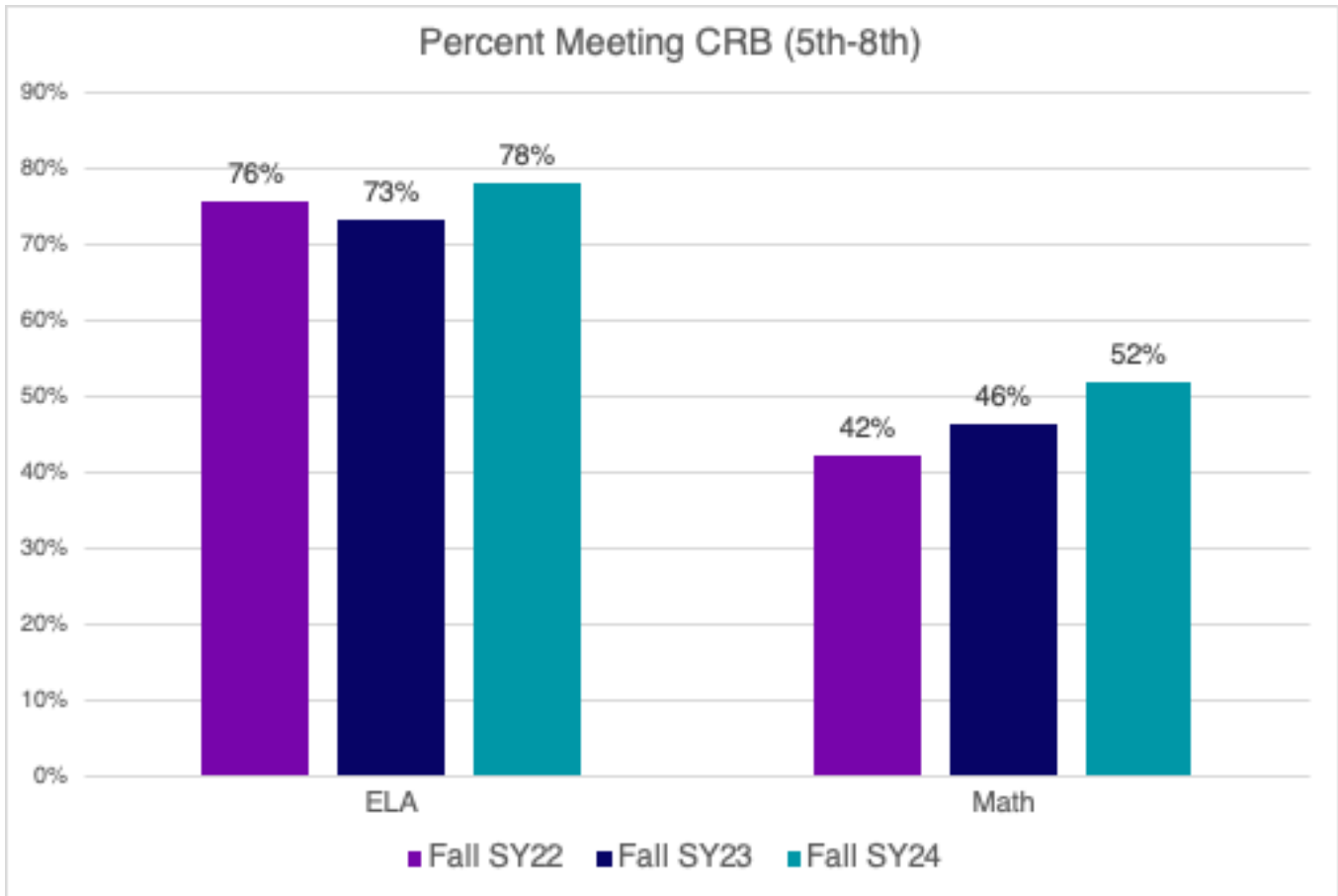
Percent of Students with ACCESS Score of 4.8 or Higher

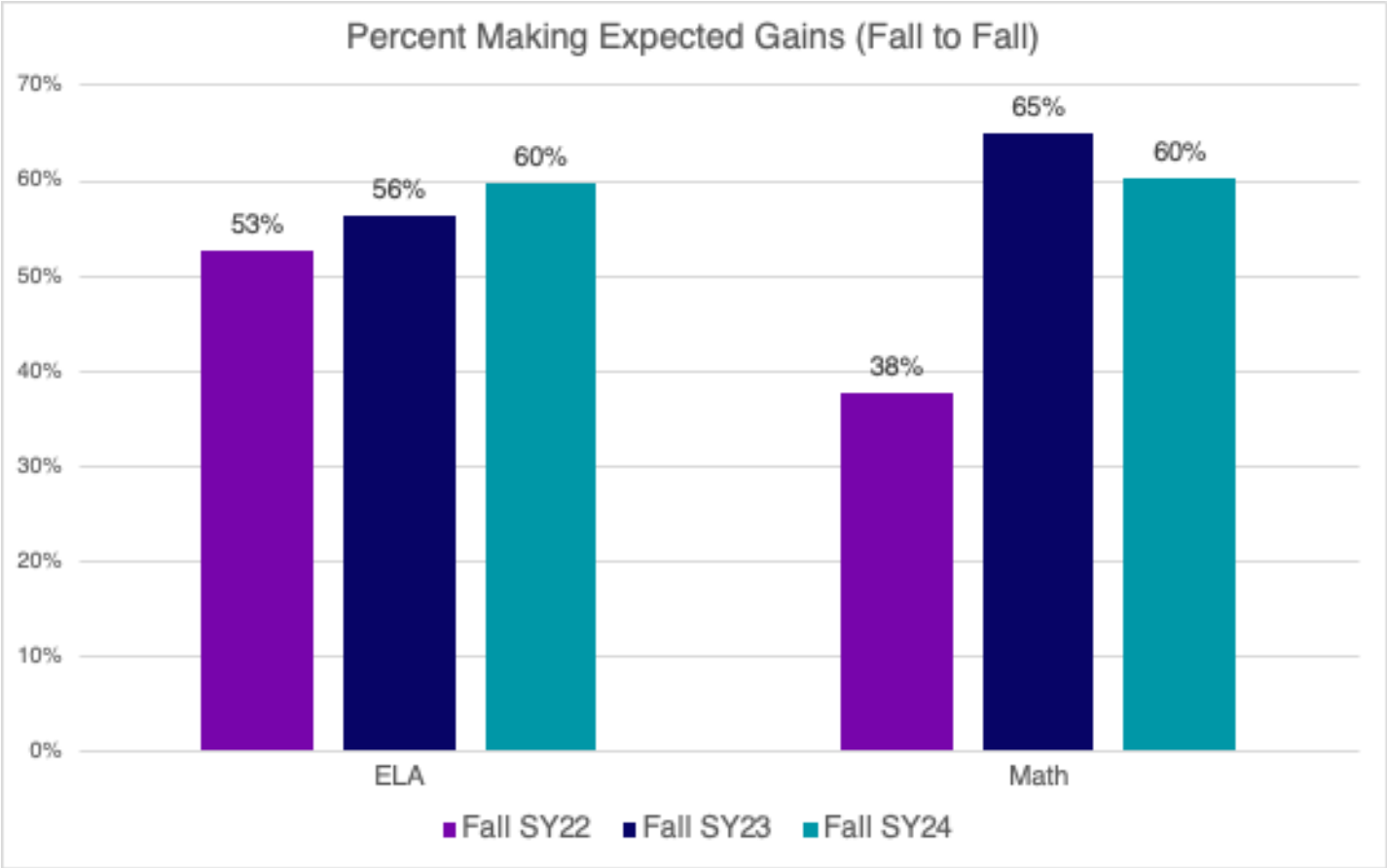


SY23 Dynamic Learning Maps (DLM)



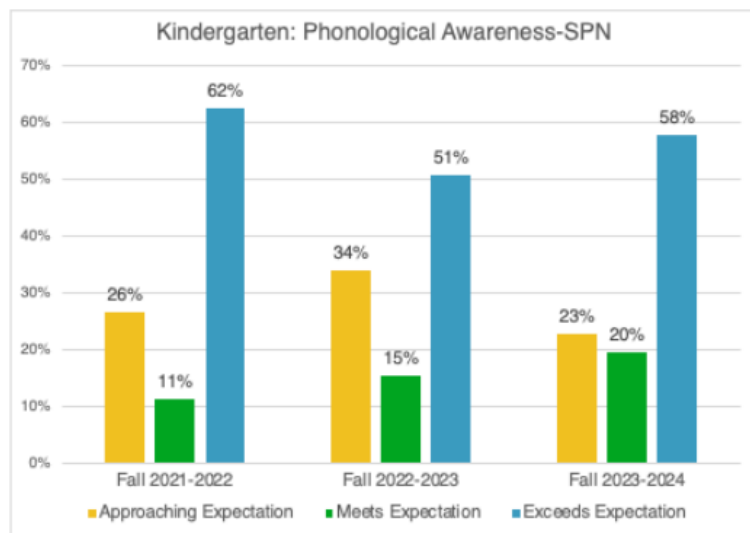
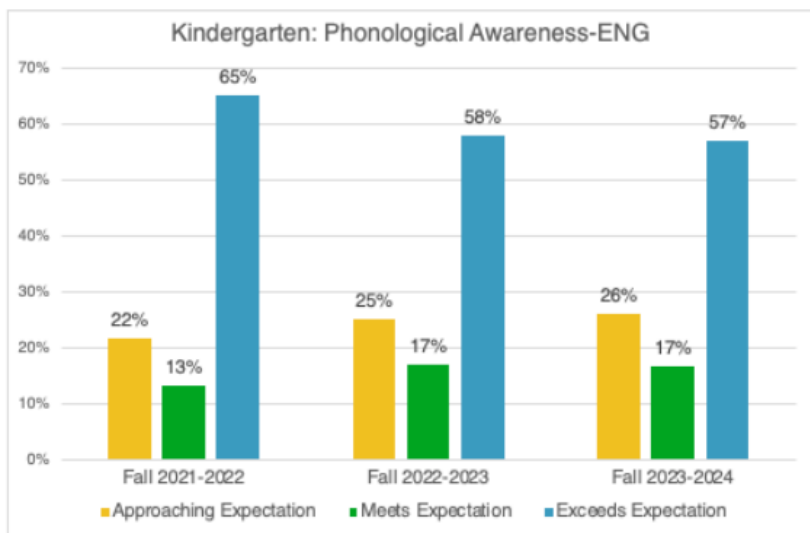
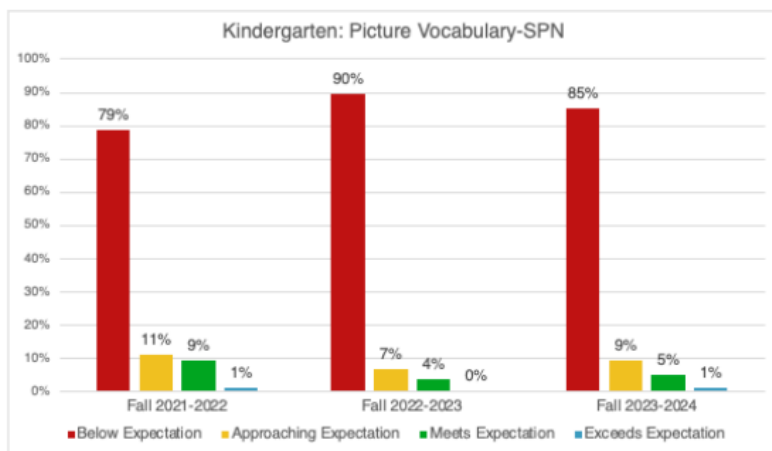
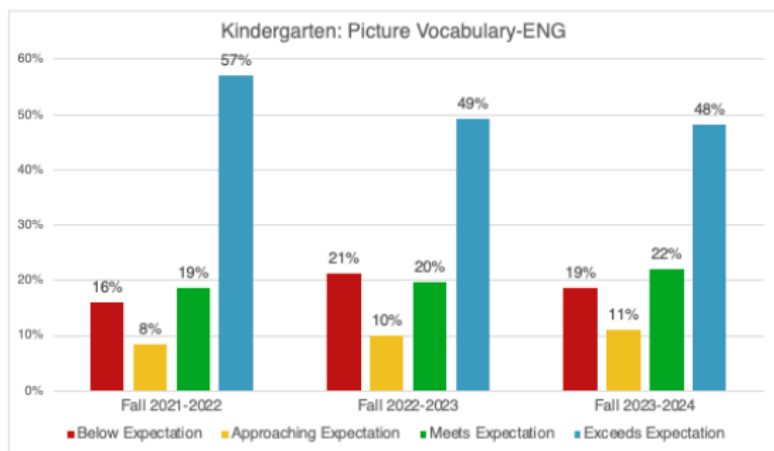
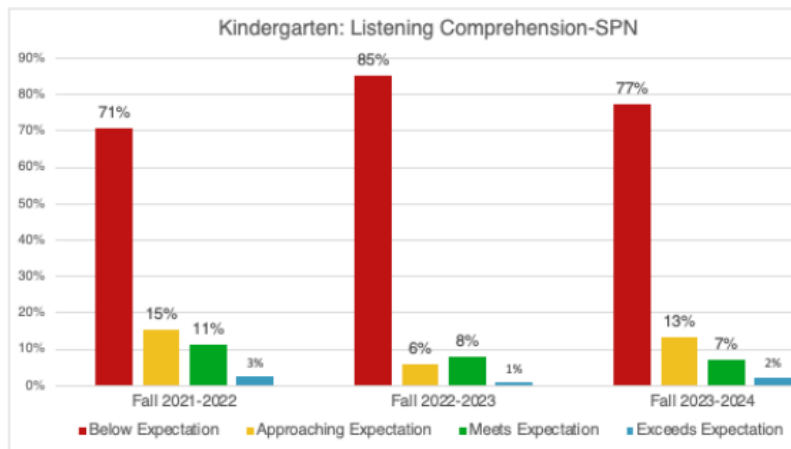
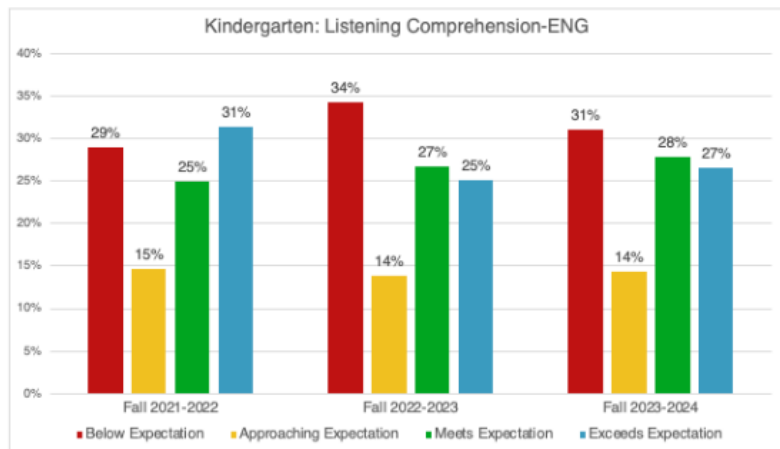
SY24 Fall MAP Growth

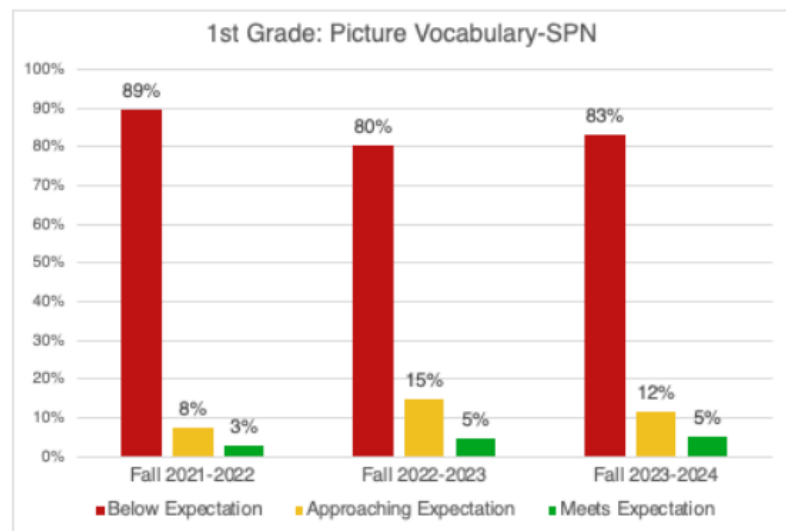
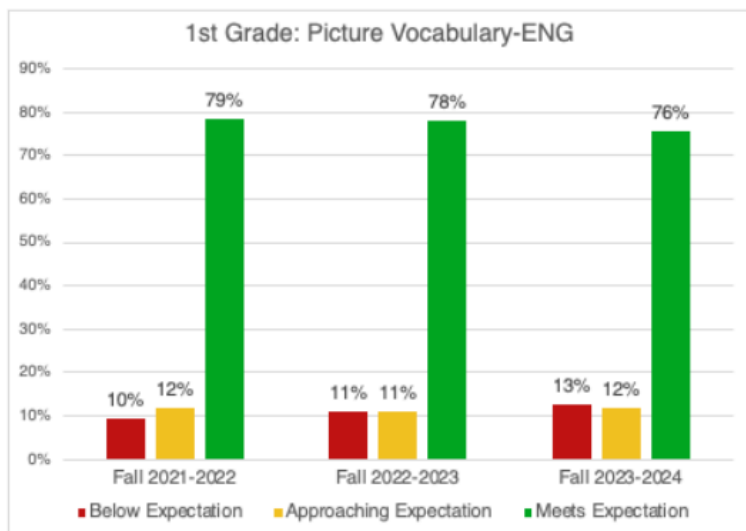
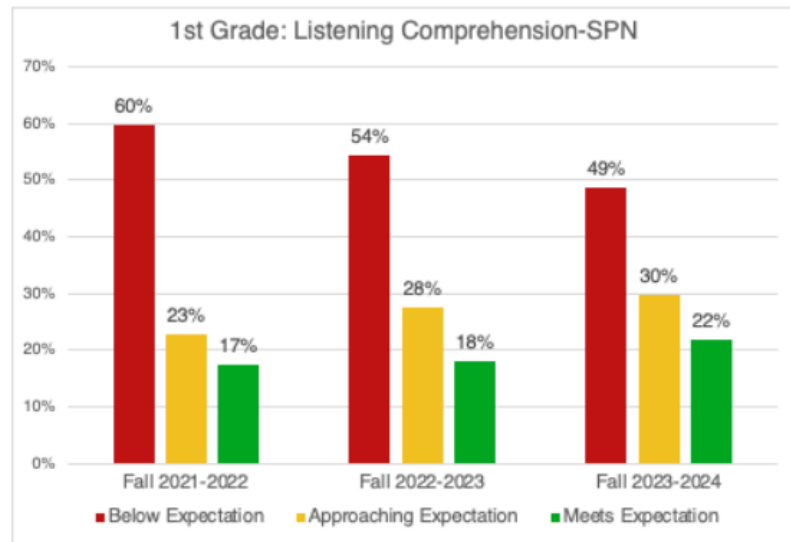
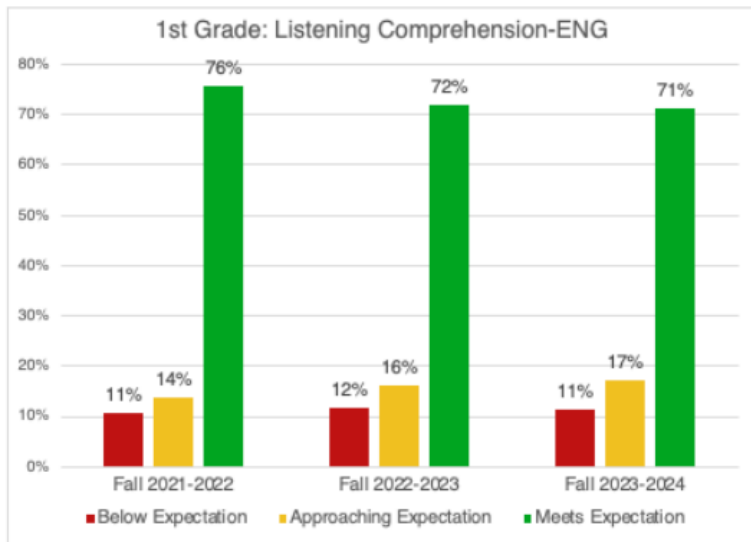
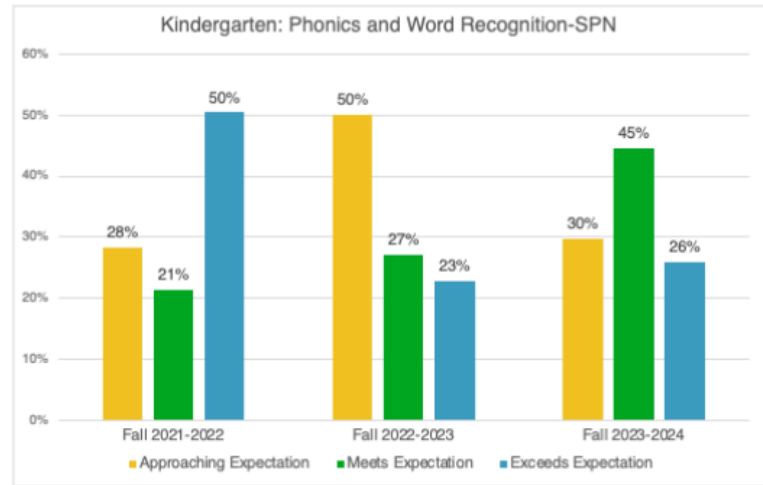
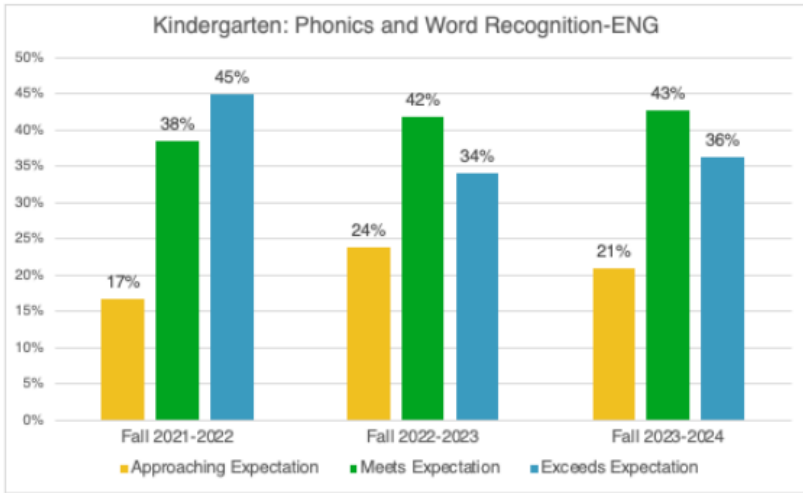


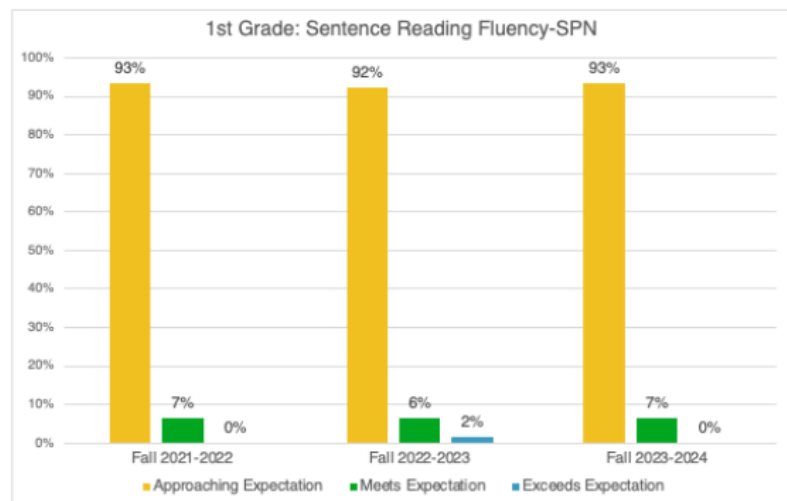
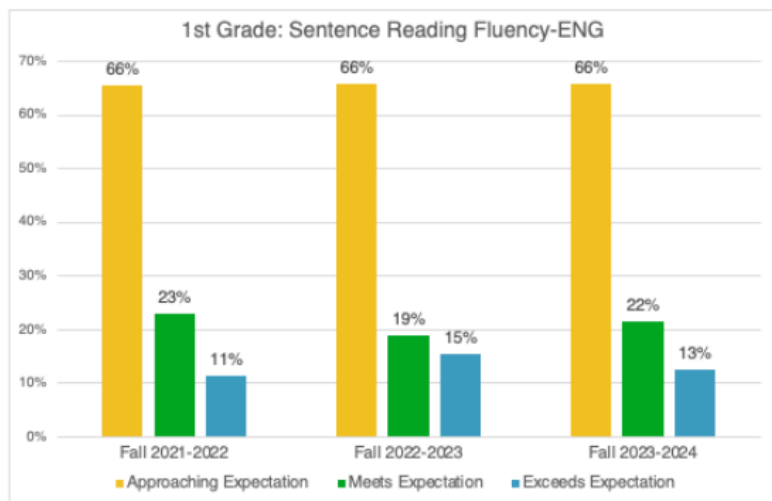
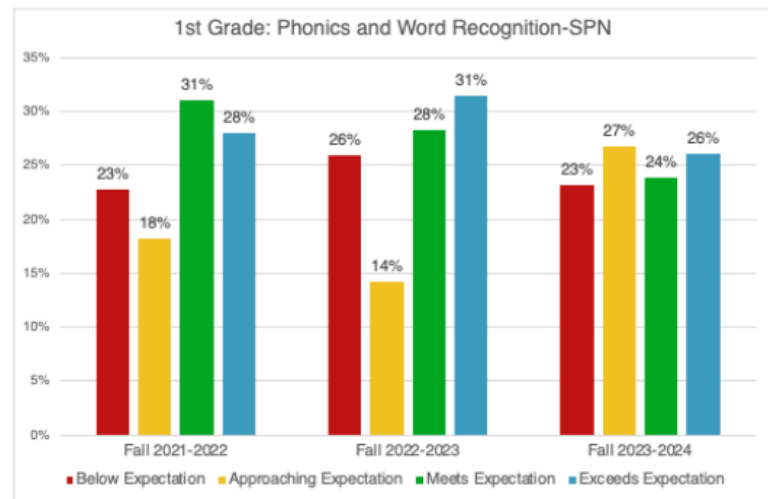
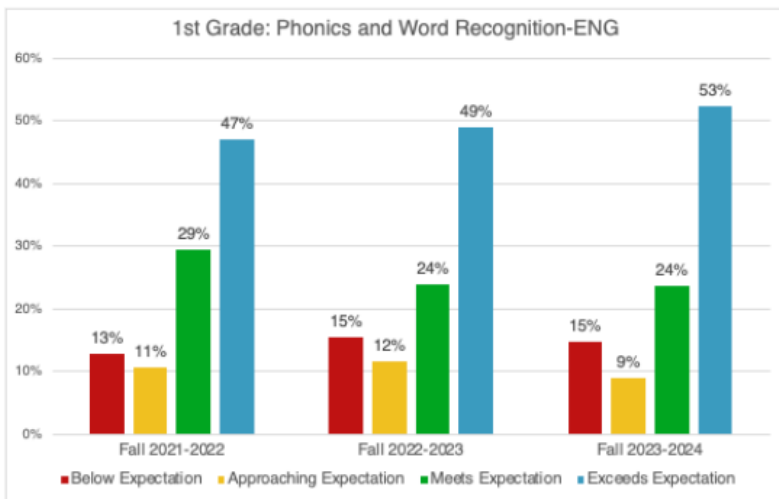
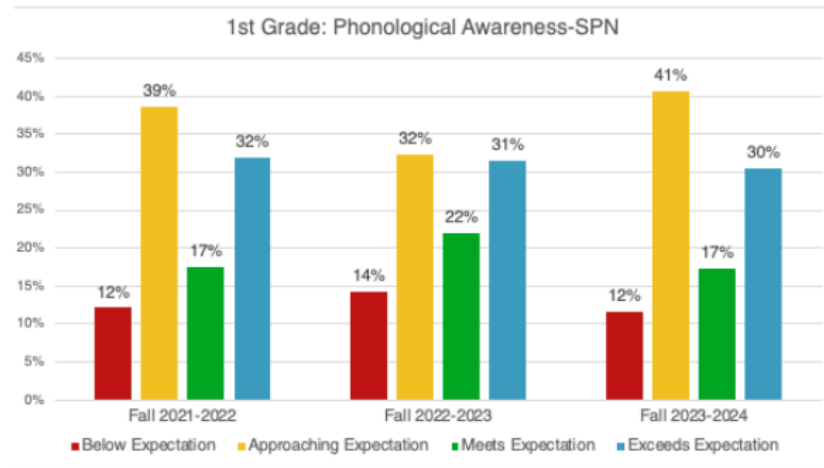
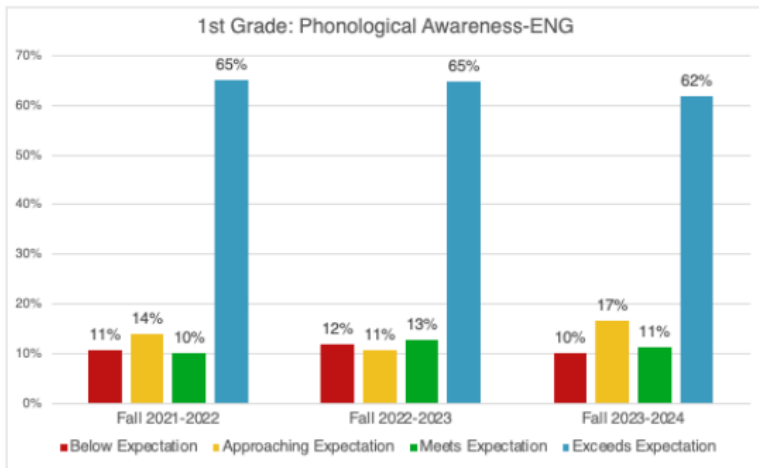


SY24 Fall MAP Fluency

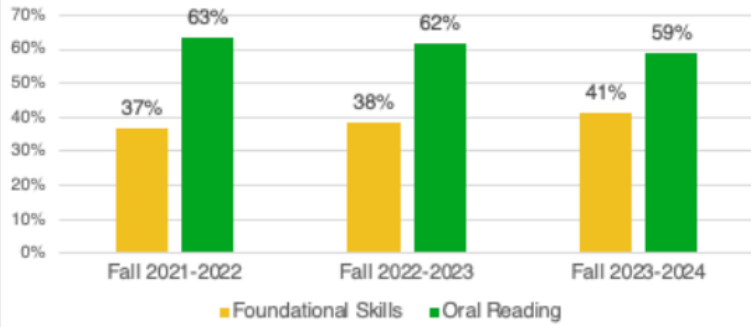
Based on Fall Benchmarks. Benchmarks adjust with each assessment window.



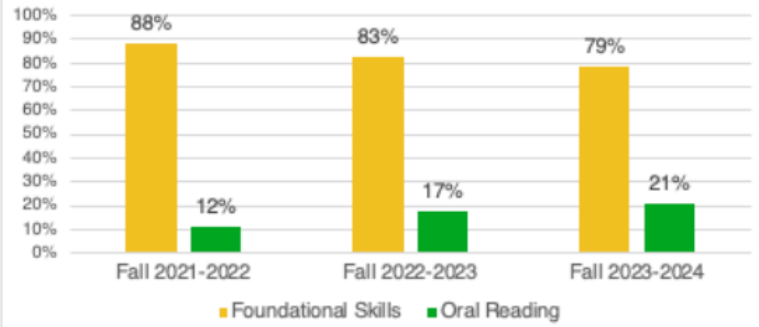




2nd Grade: Oral Reading VS Foundational Skills-ENG



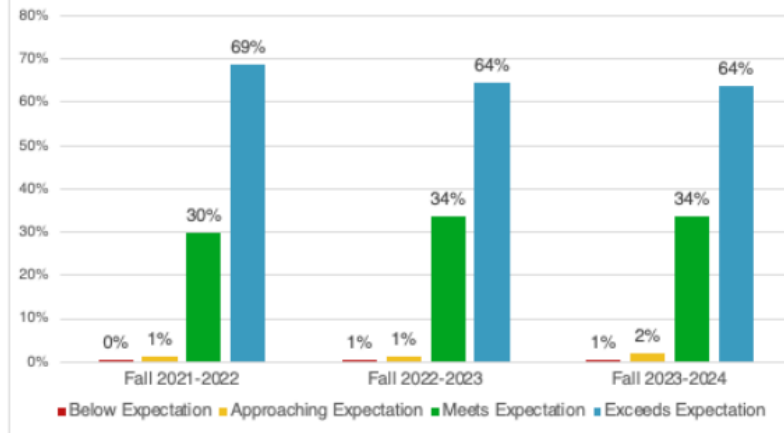
2nd Grade: Oral Reading VS Foundational Skills-SPN



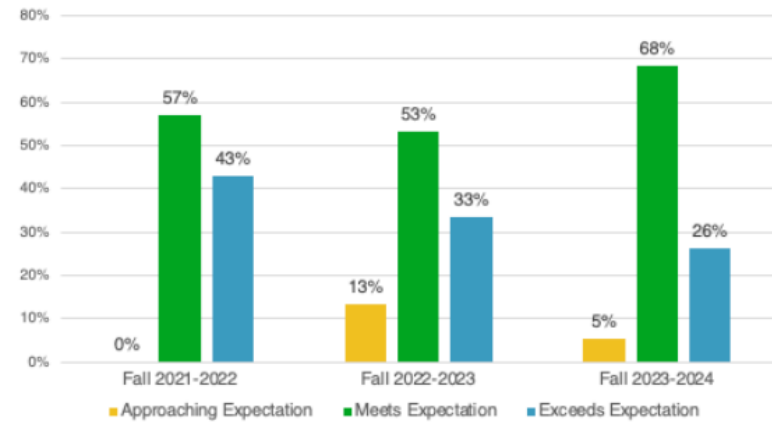
	"n" Size for Oral Reading-ENG
Fall 2021-2022	464 (732)
Fall 2023-2024	421 (683)
Fall 2022-2023	425 (723)

	"n" Size for Oral Reading-SPN
Fall 2021-2022	15 (130)
Fall 2023-2024	23 (132)
Fall 2022-2023	27 (127)

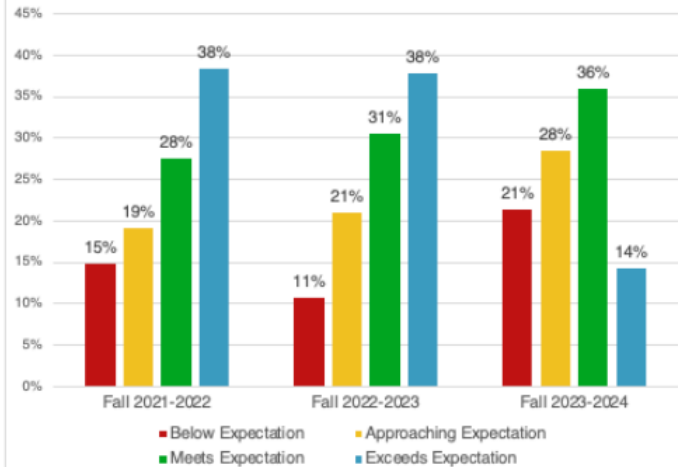
2nd Grade: Oral Reading Rate-ENG



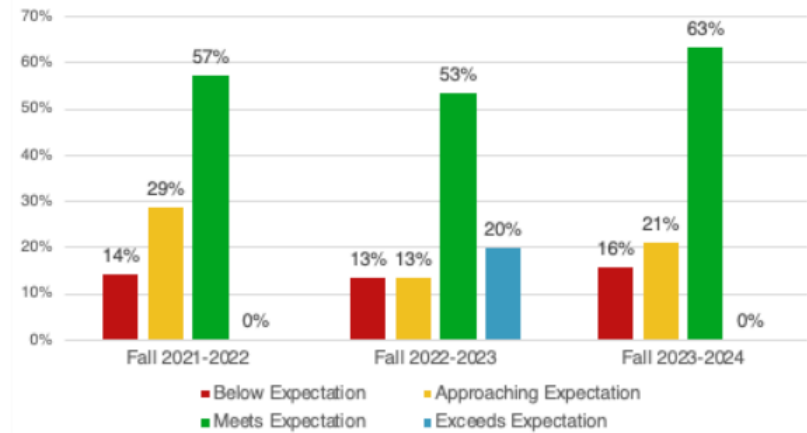
2nd Grade: Oral Reading Rate-SPN

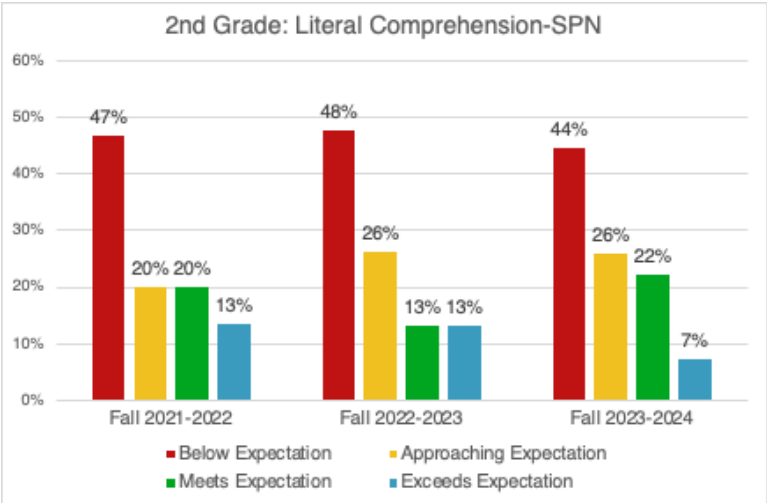
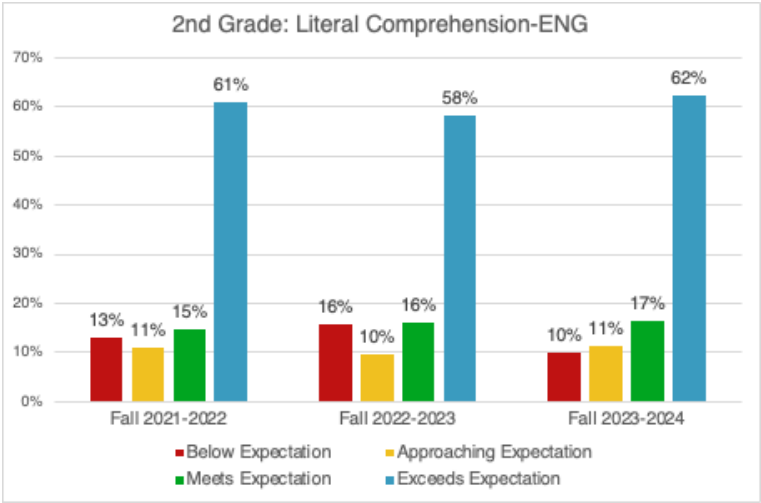


2nd Grade: Oral Reading Accuracy-ENG



2nd Grade: Oral Reading Accuracy-SPN





Elevating Educators(EPI)

Strategic Objective 4.1: Design infrastructure to manage, support, and monitor high-quality professional learning for all employees aligned to Strategic Goal 1 and professional learning provided based on staff-specific needs

Key Strategies:

- CPI training was provided for 80 staff in October and scheduled for more than 60 staff in November.
- Districtwide DEIB training on October 4th with 93% attendance for certified staff (944/1017)

DEIB Training



80+ Educators CPI Trained

Additional Data Disaggregation Tables Available Here





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MAP Fluency Spring SY23	2
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Math: At or Below the 25th Percentile	44
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Reading: At or Below the 25th Percentile	50
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MAP Fluency Spring SY23

Kindergarten Foundational Skills English

Listening Comprehension					
Subgroup	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
ALL	46	34	112	398	590
Asian	1	3	4	15	23
Black or African American	10	11	41	62	124
Hispanic or Latino	22	10	35	53	120
Multi-ethnic	4	3	10	66	83
White	9	7	22	202	240
Free (F)	26	25	63	103	217
Paid / No Application (P)	18	8	44	285	355
Reduced (R)	2	1	5	10	18
Has IEP	14	10	26	27	77
NO IEP	32	24	86	371	513
Is ELL	23	16	35	35	109
NO ELL	23	18	77	363	481
F	18	14	38	209	279
M	28	20	74	188	310
X	-	-	-	-	-

*Data not reported for any group<10

Listening Comprehension					
Subgroup	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
ALL	8%	6%	19%	67%	590
Asian	4%	13%	17%	65%	23
Black or African American	8%	9%	33%	50%	124
Hispanic or Latino	18%	8%	29%	44%	120
Multi-ethnic	5%	4%	12%	80%	83
White	4%	3%	9%	84%	240
Free (F)	12%	12%	29%	47%	217
Paid / No Application (P)	5%	2%	12%	80%	355
Reduced (R)	11%	6%	28%	56%	18
Has IEP	18%	13%	34%	35%	77
NO IEP	6%	5%	17%	72%	513
Is ELL	21%	15%	32%	32%	109
NO ELL	5%	4%	16%	75%	481
F	6%	5%	14%	75%	279
M	9%	6%	24%	61%	310
X	-	-	-	-	-

*Data not reported for any group<10

Picture Vocabulary					
Subgroup	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
ALL	29	31	84	446	590
Asian		3	6	14	23
Black or African American	5	13	31	75	124
Hispanic or Latino	19	8	27	66	120
Multi-ethnic		3	9	71	83
White	5	4	11	220	240
Free (F)	19	22	52	124	217
Paid / No Application (P)	9	8	26	312	355
Reduced (R)	1	1	6	10	18
Has IEP	9	12	12	44	77
NO IEP	20	19	72	402	513
Is ELL	19	13	38	39	109
NO ELL	10	18	46	407	481
F	12	15	39	213	279
M	17	16	45	232	310
X	-	-	-	-	-

*Data not reported for any group<10

Picture Vocabulary					
Subgroup	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
ALL	5%	5%	14%	76%	590
Asian	0%	13%	26%	61%	23
Black or African American	4%	10%	25%	60%	124
Hispanic or Latino	16%	7%	23%	55%	120
Multi-ethnic	0%	4%	11%	86%	83
White	2%	2%	5%	92%	240
Free (F)	9%	10%	24%	57%	217
Paid / No Application (P)	3%	2%	7%	88%	355
Reduced (R)	6%	6%	33%	56%	18
Has IEP	12%	16%	16%	57%	77
NO IEP	4%	4%	14%	78%	513
Is ELL	17%	12%	35%	36%	109
NO ELL	2%	4%	10%	85%	481
F	4%	5%	14%	76%	279
M	5%	5%	15%	75%	310
X	-	-	-	-	-

*Data not reported for any group<10

Phonological Awareness					
Subgroup	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
ALL	68	72	92	358	590
Asian	3	3	5	12	23
Black or African American	25	28	24	47	124
Hispanic or Latino	25	26	31	38	120
Multi-ethnic	3	5	14	61	83
White	12	10	18	200	240
Free (F)	39	45	49	84	217
Paid / No Application (P)	26	21	41	267	355
Reduced (R)	3	6	2	7	18
Has IEP	16	15	19	27	77
NO IEP	52	57	73	331	513
Is ELL	27	24	34	24	109
NO ELL	41	48	58	334	481
F	31	33	41	174	279
M	37	39	51	183	310
X	-	-	-	-	-

*Data not reported for any group<10

Phonological Awareness					
Subgroup	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
ALL	12%	12%	16%	61%	590
Asian	13%	13%	22%	52%	23
Black or African American	20%	23%	19%	38%	124
Hispanic or Latino	21%	22%	26%	32%	120
Multi-ethnic	4%	6%	17%	73%	83
White	5%	4%	8%	83%	240
Free (F)	18%	21%	23%	39%	217
Paid / No Application (P)	7%	6%	12%	75%	355
Reduced (R)	17%	33%	11%	39%	18
Has IEP	21%	19%	25%	35%	77
NO IEP	10%	11%	14%	65%	513
Is ELL	25%	22%	31%	22%	109
NO ELL	9%	10%	12%	69%	481
F	11%	12%	15%	62%	279
M	12%	13%	16%	59%	310
X	-	-	-	-	-

*Data not reported for any group<10

Phonics and Word Recognition					
Subgroup	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
ALL	70	62	157	301	590
Asian		2	6	15	23
Black or African American	26	19	41	38	124
Hispanic or Latino	35	28	26	31	120
Multi-ethnic	4	3	20	56	83
White	5	10	64	161	240
Free (F)	51	37	62	67	217
Paid / No Application (P)	17	22	91	225	355
Reduced (R)	2	3	4	9	18
Has IEP	19	18	12	28	77
NO IEP	51	44	145	273	513
Is ELL	30	29	28	22	109
NO ELL	40	33	129	279	481
F	33	32	85	129	279
M	37	30	72	171	310
X	-	-	-	-	-

*Data not reported for any group<10

Phonics and Word Recognition					
Subgroup	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
ALL	12%	11%	27%	51%	590
Asian	0%	9%	26%	65%	23
Black or African American	21%	15%	33%	31%	124
Hispanic or Latino	29%	23%	22%	26%	120
Multi-ethnic	5%	4%	24%	67%	83
White	2%	4%	27%	67%	240
Free (F)	24%	17%	29%	31%	217
Paid / No Application (P)	5%	6%	26%	63%	355
Reduced (R)	11%	17%	22%	50%	18
Has IEP	25%	23%	16%	36%	77
NO IEP	10%	9%	28%	53%	513
Is ELL	28%	27%	26%	20%	109
NO ELL	8%	7%	27%	58%	481
F	12%	11%	30%	46%	279
M	12%	10%	23%	55%	310
X	-	-	-	-	-

*Data not reported for any group<10

Sentence Reading				
Subgroup	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
ALL	429	104	57	590
Asian	15	5	3	23
Black or African American	102	15	7	124
Hispanic or Latino	109	6	5	120
Multi-ethnic	48	26	9	83
White	155	52	33	240
Free (F)	187	22	8	217
Paid / No Application (P)	230	78	47	355
Reduced (R)	12	4	2	18
Has IEP	65	8	4	77
NO IEP	364	96	53	513
Is ELL	101	5	3	109
NO ELL	328	99	54	481
F	205	49	25	279
M	224	54	32	310
X	-	-	-	-

*Data not reported for any group<10

Sentence Reading				
Subgroup	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
ALL	73%	18%	10%	590
Asian	65%	22%	13%	23
Black or African American	82%	12%	6%	124
Hispanic or Latino	91%	5%	4%	120
Multi-ethnic	58%	31%	11%	83
White	65%	22%	14%	240
Free (F)	86%	10%	4%	217
Paid / No Application (P)	65%	22%	13%	355
Reduced (R)	67%	22%	11%	18
Has IEP	84%	10%	5%	77
NO IEP	71%	19%	10%	513
Is ELL	93%	5%	3%	109
NO ELL	68%	21%	11%	481
F	73%	18%	9%	279
M	72%	17%	10%	310
X	-	-	-	-

*Data not reported for any group<10

Kindergarten Foundational Skills Spanish

Listening Comprehension					
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Hispanic or Latino	23	9	32	17	81
Multi-ethnic	5	4	1	1	11
White	12	10	9	3	34
Free (F)	16	8	23	10	57
Paid / No Application (P)	26	16	19	11	72
Reduced (R)	-	-	-	-	-
Has IEP	13	2	5	2	22
NO IEP	32	22	41	19	114
Is ELL	20	7	28	10	65
NO ELL	25	17	18	11	71

*Data not reported for any group<10

Listening Comprehension					
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Hispanic or Latino	28%	11%	40%	21%	81
Multi-ethnic	45%	36%	9%	9%	11
White	35%	29%	26%	9%	34
Free (F)	28%	14%	40%	18%	57
Paid / No Application (P)	36%	22%	26%	15%	72
Reduced (R)	-	-	-	-	-
Has IEP	59%	9%	23%	9%	22
NO IEP	28%	19%	36%	17%	114
Is ELL	31%	11%	43%	15%	65
NO ELL	35%	24%	25%	15%	71

*Data not reported for any group<10

Picture Vocabulary					
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Hispanic or Latino	38	19	20	4	81
Multi-ethnic	9	2			11
White	21	10	2	1	34
Free (F)	26	15	14	2	57
Paid / No Application (P)	45	16	8	3	72
Reduced (R)	-	-	-	-	-
Has IEP	15	3	3	1	22
NO IEP	61	29	20	4	114
Is ELL	34	12	15	4	65
NO ELL	42	20	8	1	71

*Data not reported for any group<10

Picture Vocabulary					
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Hispanic or Latino	47%	23%	25%	5%	81
Multi-ethnic	82%	18%	0%	0%	11
White	62%	29%	6%	3%	34
Free (F)	46%	26%	25%	4%	57
Paid / No Application (P)	63%	22%	11%	4%	72
Reduced (R)	-	-	-	-	-
Has IEP	68%	14%	14%	5%	22
NO IEP	54%	25%	18%	4%	114
Is ELL	52%	18%	23%	6%	65
NO ELL	59%	28%	11%	1%	71

*Data not reported for any group<10

Phonological Awareness					
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Hispanic or Latino	8	38	18	17	81
Multi-ethnic	1	4	0	6	11
White	2	6	10	16	34
Free (F)	4	31	12	10	57
Paid / No Application (P)	7	19	17	29	72
Reduced (R)	-	-	-	-	-
Has IEP	6	10	3	3	22
NO IEP	6	42	27	39	114
Is ELL	7	36	11	11	65
NO ELL	5	16	19	31	71

*Data not reported for any group<10

Phonological Awareness					
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Hispanic or Latino	10%	47%	22%	21%	81
Multi-ethnic	9%	36%	0%	55%	11
White	6%	18%	29%	47%	34
Free (F)	7%	54%	21%	18%	57
Paid / No Application (P)	10%	26%	24%	40%	72
Reduced (R)	-	-	-	-	-
Has IEP	27%	45%	14%	14%	22
NO IEP	5%	37%	24%	34%	114
Is ELL	11%	55%	17%	17%	65
NO ELL	7%	23%	27%	44%	71

*Data not reported for any group<10

Phonics and Word Recognition					
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Hispanic or Latino	19	22	24	16	81
Multi-ethnic	1	1	5	4	11
White	1	2	14	17	34
Free (F)	14	19	17	7	57
Paid / No Application (P)	7	10	24	31	72
Reduced (R)	-	-	-	-	-
Has IEP	10	4	4	4	22
NO IEP	13	25	41	35	114
Is ELL	16	19	18	12	65
NO ELL	7	10	27	27	71

*Data not reported for any group<10

Phonics and Word Recognition					
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Hispanic or Latino	23%	27%	30%	20%	81
Multi-ethnic	9%	9%	45%	36%	11
White	3%	6%	41%	50%	34
Free (F)	25%	33%	30%	12%	57
Paid / No Application (P)	10%	14%	33%	43%	72
Reduced (R)	-	-	-	-	-
Has IEP	45%	18%	18%	18%	22
NO IEP	11%	22%	36%	31%	114
Is ELL	25%	29%	28%	18%	65
NO ELL	10%	14%	38%	38%	71

*Data not reported for any group<10

Sentence Reading Fluency			
	Approaching Expectation	Meets Expectation	Grand Total
Asian	-	-	-
Black or African American	-	-	-
Hispanic or Latino	79	2	81
Multi-ethnic	11	0	11
White	31	3	34
Free (F)	57	0	57
Paid / No Application (P)	67	5	72
Reduced (R)	-	-	-
Has IEP	22	0	22
NO IEP	109	5	114
Is ELL	64	1	65
NO ELL	67	4	71

*Data not reported for any group <10

Sentence Reading Fluency			
	Approaching Expectation	Meets Expectation	Grand Total
Asian	-	-	-
Black or African American	-	-	-
Hispanic or Latino	98%	2%	81
Multi-ethnic	100%	0%	11
White	91%	9%	34
Free (F)	100%	0%	57
Paid / No Application (P)	93%	7%	72
Reduced (R)	-	-	-
Has IEP	100%	0%	22
NO IEP	96%	4%	114
Is ELL	98%	2%	65
NO ELL	94%	6%	71

*Data not reported for any group<10

First Grade Foundational Skills VS Oral Reading English

Foundational Skills VS Oral Reading			
	Foundational Skills	Oral Reading	Grand Total
All 1st Grade Students	279	371	650
Asian	8	27	35
Black or African American	89	48	137
Hispanic or Latino	76	56	132
Multi-ethnic	16	40	56
Native Hawaiian or Other Pacific Islander	-	-	-
White	89	200	289
Free (F)	140	83	223
Paid / No Application (P)	128	278	406
Reduced (R)	11	10	21
Has IEP	71	10	81
NO IEP	208	361	569
Is ELL	73	37	110
NO ELL	206	334	540
F	145	178	323
M	134	193	327

*Data not reported for any group<10

Foundational Skills VS Oral Reading			
	Foundational Skills	Oral Reading	Grand Total
All 1st Grade Students	43%	57%	650
Asian	23%	77%	35
Black or African American	65%	35%	137
Hispanic or Latino	58%	42%	132
Multi-ethnic	29%	71%	56
Native Hawaiian or Other Pacific Islander	-	-	-
White	31%	69%	289
Free (F)	63%	37%	223
Paid / No Application (P)	32%	68%	406
Reduced (R)	52%	48%	21
Has IEP	88%	12%	81
NO IEP	37%	63%	569
Is ELL	66%	34%	110
NO ELL	38%	62%	540
F	45%	55%	323
M	41%	59%	327

*Data not reported for any group<10

First Grade Oral Reading English

Oral Reading Rate Performance Level						
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	No Score	Grand Total
All Students	1	22	93	171	84	371
Asian			6	10	11	27
Black or African American		5	14	19	10	48
Hispanic or Latino	1	2	14	22	17	56
Multi-ethnic		3	9	24	4	40
White		12	50	96	42	200
Free (F)		8	27	31	17	83
Paid / No Application (P)	1	14	63	138	62	278
Reduced (R)			3	2	5	10
Has IEP			6	2	2	10
NO IEP	1	22	87	169	82	361
Is ELL	1	1	12	15	8	37
NO ELL		21	81	156	76	334
F		13	47	83	35	178
M	1	9	46	88	49	193

*Data not reported for any group <10

Oral Reading Rate Performance Level						
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	No Score	Grand Total
All Students	0%	6%	25%	46%	23%	371
Asian	0%	0%	22%	37%	41%	27
Black or African American	0%	10%	29%	40%	21%	48
Hispanic or Latino	2%	4%	25%	39%	30%	56
Multi-ethnic	0%	8%	23%	60%	10%	40
White	0%	6%	25%	48%	21%	200
Free (F)	0%	10%	33%	37%	20%	83
Paid / No Application (P)	0%	5%	23%	50%	22%	278
Reduced (R)	0%	0%	30%	20%	50%	10
Has IEP	0%	0%	60%	20%	20%	10
NO IEP	0%	6%	24%	47%	23%	361
Is ELL	3%	3%	32%	41%	22%	37
NO ELL	0%	6%	24%	47%	23%	334
F	0%	7%	26%	47%	20%	178
M	1%	5%	24%	46%	25%	193

*Data not reported for any group<10

Oral Reading Accuracy Performance Level						
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	No Score	Grand Total
All Students	23	38	92	134	84	371
Asian	2	1	8	5	11	27
Black or African American	6	7	8	17	10	48
Hispanic or Latino	2	5	9	23	17	56
Multi-ethnic	1	5	14	16	4	40
White	12	20	53	73	42	200
Free (F)	10	11	17	28	17	83
Paid / No Application (P)	13	25	73	105	62	278
Reduced (R)		2	2	1	5	10
Has IEP	2	2	2	2	2	10
NO IEP	21	36	90	132	82	361
Is ELL	5	6	6	12	8	37
NO ELL	18	32	86	122	76	334
F	10	18	49	66	35	178
M	13	20	43	68	49	193

*Data not reported for any group<10

Oral Reading Accuracy Performance Level						
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	No Score	Grand Total
All Students	6%	10%	25%	36%	23%	371
Asian	7%	4%	30%	19%	41%	27
Black or African American	13%	15%	17%	35%	21%	48
Hispanic or Latino	4%	9%	16%	41%	30%	56
Multi-ethnic	3%	13%	35%	40%	10%	40
White	6%	10%	27%	37%	21%	200
Free (F)	12%	13%	20%	34%	20%	83
Paid / No Application (P)	5%	9%	26%	38%	22%	278
Reduced (R)	0%	20%	20%	10%	50%	10
Has IEP	20%	20%	20%	20%	20%	10
NO IEP	6%	10%	25%	37%	23%	361
Is ELL	14%	16%	16%	32%	22%	37
NO ELL	5%	10%	26%	37%	23%	334
F	6%	10%	28%	37%	20%	178
M	7%	10%	22%	35%	25%	193

*Data not reported for any group<10

Literal Comprehension Performance Level					
	Approaching Expectation	Meets Expectation	Exceeds Expectation	(blank)	Grand Total
All Students	26	113	231	1	371
Asian		10	17		27
Black or African American	8	15	25		48
Hispanic or Latino	8	19	28	1	56
Multi-ethnic		10	30		40
White	10	59	131		200
Free (F)	9	28	45	1	83
Paid / No Application (P)	14	83	181		278
Reduced (R)	3	2	5		10
Has IEP	2	3	5		10
NO IEP	24	110	226	1	361
Is ELL	9	16	11	1	37
NO ELL	17	97	220		334
F	11	46	120	1	178
M	15	67	111		193

*Data not reported for any group<10

Literal Comprehension Performance Level					
	Approaching Expectation	Meets Expectation	Exceeds Expectation	(blank)	Grand Total
All Students	7%	30%	62%	0%	371
Asian	0%	37%	63%	0%	27
Black or African American	17%	31%	52%	0%	48
Hispanic or Latino	14%	34%	50%	2%	56
Multi-ethnic	0%	25%	75%	0%	40
White	5%	30%	66%	0%	200
Free (F)	11%	34%	54%	1%	83
Paid / No Application (P)	5%	30%	65%	0%	278
Reduced (R)	30%	20%	50%	0%	10
Has IEP	20%	30%	50%	0%	10
NO IEP	7%	30%	63%	0%	361
Is ELL	24%	43%	30%	3%	37
NO ELL	5%	29%	66%	0%	334
F	6%	26%	67%	1%	178
M	8%	35%	58%	0%	193

*Data not reported for any group<10

First Grade Foundational Skills VS Oral Reading Spanish

Foundational Skills VS Oral Reading			
	Foundational Skills	Oral Reading	Grand Total
All Students	107	28	135
Asian	-	-	-
Black or African American	9	2	11
Hispanic or Latino	68	15	83
Multi-ethnic	-	-	-
White	26	9	35
Free (F)	57	9	66
Paid / No Application (P)	46	18	64
Reduced (R)	-	-	-
Has IEP	12	2	14
NO IEP	95	26	121
Is ELL	61	7	68
NO ELL	46	21	67

*Data not reported for any group<10

Foundational Skills VS Oral Reading			
	Foundational Skills	Oral Reading	Grand Total
All Students	79%	21%	135
Asian	-	-	-
Black or African American	82%	18%	11
Hispanic or Latino	82%	18%	83
Multi-ethnic	-	-	-
White	74%	26%	35
Free (F)	86%	14%	66
Paid / No Application (P)	72%	28%	64
Reduced (R)	-	-	-
Has IEP	86%	14%	14
NO IEP	79%	21%	121
Is ELL	90%	10%	68
NO ELL	69%	31%	67

*Data not reported for any group<10

Second Grade Foundational Skills VS Oral Reading English

Foundational Skills VS Oral Reading			
	Foundational Skills	Oral Reading	Grand Total
ALL 2nd Grade Students	99	504	603
American Indian or Alaska Native	-	-	-
Asian	3	29	32
Black or African American	42	97	139
Hispanic or Latino	35	83	118
Multi-ethnic	2	67	69
Native Hawaiian or Other Pacific Islander	-	-	-
White	17	225	242
Free (F)	62	152	214
Paid / No Application (P)	29	337	366
Reduced (R)	8	15	23
Has IEP	32	36	68
NO IEP	67	468	535
Is ELL	38	71	109
NO ELL	61	433	494
F	47	244	291
M	52	260	312

*Data not reported for any group<10

Foundational Skills VS Oral Reading			
	Foundational Skills	Oral Reading	Grand Total
ALL 2nd Grade Students	16%	84%	603
American Indian or Alaska Native	-	-	-
Asian	9%	91%	32
Black or African American	30%	70%	139
Hispanic or Latino	30%	70%	118
Multi-ethnic	3%	97%	69
Native Hawaiian or Other Pacific Islander	-	-	-
White	7%	93%	242
Free (F)	29%	71%	214
Paid / No Application (P)	8%	92%	366
Reduced (R)	35%	65%	23
Has IEP	47%	53%	68
NO IEP	13%	87%	535
Is ELL	35%	65%	109
NO ELL	12%	88%	494
F	16%	84%	291
M	17%	83%	312

*Data not reported for any group<10

Second Grade Oral Reading English

Oral Reading Rate Performance Level						
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	No Score	Grand Total
All Students	43	120	121	152	68	504
American Indian or Alaska Native	-	-	-	-	-	-
Asian	4	8	6	10	1	29
Black or African American	14	42	18	12	11	97
Hispanic or Latino	7	18	28	18	12	83
Multi-ethnic	5	15	14	26	7	67
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-
White	13	35	55	85	37	225
Free (F)	23	51	32	27	19	152
Paid / No Application (P)	18	65	84	123	47	337
Reduced (R)	2	4	5	2	2	15
Has IEP	5	12	4	3	12	36
NO IEP	38	108	117	149	56	468
Is ELL	8	23	18	11	11	71
NO ELL	35	97	103	141	57	433
F	26	56	61	74	27	244
M	17	64	60	78	41	260

*Data not reported for any group<10

Oral Reading Rate Performance Level						
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	No Score	Grand Total
All Students	9%	24%	24%	30%	13%	504
American Indian or Alaska Native	-	-	-	-	-	-
Asian	14%	28%	21%	34%	3%	29
Black or African American	14%	43%	19%	12%	11%	97
Hispanic or Latino	8%	22%	34%	22%	14%	83
Multi-ethnic	7%	22%	21%	39%	10%	67
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-
White	6%	16%	24%	38%	16%	225
Free (F)	15%	34%	21%	18%	13%	152
Paid / No Application (P)	5%	19%	25%	36%	14%	337
Reduced (R)	13%	27%	33%	13%	13%	15
Has IEP	14%	33%	11%	8%	33%	36
NO IEP	8%	23%	25%	32%	12%	468
Is ELL	11%	32%	25%	15%	15%	71
NO ELL	8%	22%	24%	33%	13%	433
F	11%	23%	25%	30%	11%	244
M	7%	25%	23%	30%	16%	260

*Data not reported for any group<10

Oral Reading Accuracy						
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	No Score	Grand Total
All Students	15	48	123	250	68	504
American Indian or Alaska Native	-	-	-	-	-	-
Asian	1	2	11	14	1	29
Black or African American	0	18	27	41	11	97
Hispanic or Latino	8	5	26	32	12	83
Multi-ethnic	3	5	19	33	7	67
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-
White	3	17	39	129	37	225
Free (F)	9	23	37	64	19	152
Paid / No Application (P)	5	24	80	181	47	337
Reduced (R)	1	1	6	5	2	15
Has IEP	3	5	8	8	12	36
NO IEP	12	43	115	242	56	468
Is ELL	5	9	21	25	11	71
NO ELL	10	39	102	225	57	433
F	11	26	51	129	27	244
M	4	22	72	121	41	260

*Data not reported for any group<10

Oral Reading Accuracy						
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	No Score	Grand Total
All Students	3%	10%	24%	50%	13%	504
American Indian or Alaska Native	-	-	-	-	-	-
Asian	3%	7%	38%	48%	3%	29
Black or African American	0%	19%	28%	42%	11%	97
Hispanic or Latino	10%	6%	31%	39%	14%	83
Multi-ethnic	4%	7%	28%	49%	10%	67
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-
White	1%	8%	17%	57%	16%	225
Free (F)	6%	15%	24%	42%	13%	152
Paid / No Application (P)	1%	7%	24%	54%	14%	337
Reduced (R)	7%	7%	40%	33%	13%	15
Has IEP	8%	14%	22%	22%	33%	36
NO IEP	3%	9%	25%	52%	12%	468
Is ELL	7%	13%	30%	35%	15%	71
NO ELL	2%	9%	24%	52%	13%	433
F	5%	11%	21%	53%	11%	244
M	2%	8%	28%	47%	16%	260

*Data not reported for any group<10

Literal Comprehension					
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
All Students	61	44	97	302	504
American Indian or Alaska Native	-	-	-	-	-
Asian	3	3	8	15	29
Black or African American	13	14	24	46	97
Hispanic or Latino	18	7	18	40	83
Multi-ethnic	8	7	13	39	67
Native Hawaiian or Other Pacific Islander	-	-	-	-	-
White	19	13	34	159	225
Free (F)	35	17	37	63	152
Paid / No Application (P)	25	25	54	233	337
Reduced (R)	1	2	6	6	15
Has IEP	10	3	5	18	36
NO IEP	51	41	92	284	468
Is ELL	23	6	17	25	71
NO ELL	38	38	80	277	433
F	24	17	52	151	244
M	37	27	45	151	260

*Data not reported for any group<10

Literal Comprehension					
	Below Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Grand Total
All Students	12%	9%	19%	60%	504
American Indian or Alaska Native	-	-	-	-	-
Asian	10%	10%	28%	52%	29
Black or African American	13%	14%	25%	47%	97
Hispanic or Latino	22%	8%	22%	48%	83
Multi-ethnic	12%	10%	19%	58%	67
Native Hawaiian or Other Pacific Islander	-	-	-	-	-
White	8%	6%	15%	71%	225
Free (F)	23%	11%	24%	41%	152
Paid / No Application (P)	7%	7%	16%	69%	337
Reduced (R)	7%	13%	40%	40%	15
Has IEP	28%	8%	14%	50%	36
NO IEP	11%	9%	20%	61%	468
Is ELL	32%	8%	24%	35%	71
NO ELL	9%	9%	18%	64%	433
F	10%	7%	21%	62%	244
M	14%	10%	17%	58%	260

*Data not reported for any group<10

Second Grade Foundational Skills VS Oral Reading Spanish

Foundational Skills VS Oral Reading			
	Foundational Skills	Oral Reading	Grand Total
All Students	77	54	131
Black or African American	-	-	-
Hispanic or Latino	46	35	81
Multi-ethnic	-	-	-
White	21	17	38
Free (F)	37	21	58
Paid / No Application (P)	36	30	66
Reduced (R)	-	-	-
Has IEP	11	2	13
NO IEP	66	52	118
Is ELL	40	25	65
NO ELL	37	29	66

*Data not reported for any group<10

Foundational Skills VS Oral Reading			
	Foundational Skills	Oral Reading	Grand Total
All Students	59%	41%	131
Black or African American	-	-	-
Hispanic or Latino	57%	43%	81
Multi-ethnic	-	-	-
White	55%	45%	38
Free (F)	64%	36%	58
Paid / No Application (P)	55%	45%	66
Reduced (R)	-	-	-
Has IEP	85%	15%	13
NO IEP	56%	44%	118
Is ELL	62%	38%	65
NO ELL	56%	44%	66

*Data not reported for any group<10

SY22-SY24 Fall MAP Growth

Math: College Career Readiness Benchmarks(SAT)

Math:College Career Readiness Benchmarks (SAT)			
Fall SY22			
	Percent Meeting CRB (Grades 5-8)	Number Meeting CRB (Y)	Number NOT Meeting CRB (N)
All	42.4	1113	1509
African American/Black	13.5	76	488
Asian	58.6	58	41
Hispanic/Latino	17.6	95	446
Multi-Racial	54.5	134	126
White	65.0	748	403
Other	-	-	-
Grade 3	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A
Grade 5	45.1	288	350
Grade 6	37.4	254	425
Grade 7	41.6	269	377
Grade 8	45.8	302	357
Fall SY23			
	Percent Meeting CRB (Grades 5-8)	Number Meeting CRB (Y)	Number NOT Meeting CRB (N)
All	46.4	1212	1398
African American/Black	16.2	96	495
Asian	60.6	63	41
Hispanic/Latino	23.1	128	427

Multi-Racial	57.8	144	105
White	70.7	781	324
Other	-	-	-
Grade 3	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A
Grade 5	53.9	353	302
Grade 6	41.0	256	368
Grade 7	44.4	298	374
Grade 8	46.3	305	354
Fall SY24			
	Percent Meeting CRB (Grades 5-8)	Number Meeting CRB (Y)	Number NOT Meeting CRB (N)
All	52.2	1321	1212
African American/Black	16.3	85	438
Asian	78.8	78	21
Hispanic/Latino	31.4	184	402
Multi-Racial	63.8	155	88
White	75.9	817	260
Other	-	-	-
Grade 3	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A
Grade 5	58.0	362	262
Grade 6	52.5	334	302
Grade 7	49.0	297	309
Grade 8	49.2	328	339

*Data not reported for any group<10

Math: At or Below the 25th Percentile

Math: At or Below the 25th Percentile			
Fall SY22			
	Percent at/below 25th percentile (Y)	Number at/below 25th percentile (Y)	Number Above 25th percentile (N)
All	19.5	757	3124
African American/Black	43.1	347	458
Asian	5.6	9	153
Hispanic/Latino	33.5	270	536
Multi-Racial	12.1	47	343
White	4.7	81	1627
Other	-	-	-
Grade 3	21.2	128	475
Grade 4	23.6	155	501
Grade 5	23.8	152	486
Grade 6	18.6	126	553
Grade 7	17.7	114	532
Grade 8	12.4	82	577
Fall SY23			
	Percent at/below 25th percentile (Y)	Number at/below 25th percentile (Y)	Number Above 25th percentile (N)
All	18.5	712	3134
African American/Black	38.8	334	527
Asian	3.4	5	142

Hispanic/Latino	32.0	262	557
Multi-Racial	9.9	38	345
White	4.4	71	1558
Other	-	-	-
Grade 3	20.6	126	486
Grade 4	18.6	116	508
Grade 5	19.1	125	530
Grade 6	20.0	125	499
Grade 7	18.0	121	551
Grade 8	15.0	99	560
Fall SY24			
	Percent at/below 25th percentile (Y)	Number at/below 25th percentile (Y)	Number Above 25th percentile (N)
All	16.0	594	3125
African American/Black	36.4	292	510
Asian	2.9	4	136
Hispanic/Latino	26.3	222	622
Multi-Racial	7.3	27	342
White	3.1	48	1509
Other	-	-	-
Grade 3	15.4	88	484
Grade 4	16.3	100	514
Grade 5	18.3	114	510
Grade 6	15.4	98	538
Grade 7	16.2	98	508
Grade 8	14.4	96	571

*Data not reported for any group<10

Math: Met Projected Growth

Math: Met Projected Growth			
Fall SY22			
	Percent students meeting expected growth (Y)	Number students meeting expected growth (Y)	Number students NOT meeting expected growth (N)
All	37.7	1464	2417
African American/Black	33.0	266	539
Asian	36.5	64	98
Hispanic/Latino	33.0	266	540
Multi-Racial	39.0	152	238
White	41.9	715	993
Other	-	-	-
Grade 3	26.5	160	443
Grade 4	38.6	253	403
Grade 5	32.2	231	407
Grade 6	34.2	232	447
Grade 7	45.7	295	351
Grade 8	44.5	293	366
Fall SY23			
	Percent students meeting expected growth (Y)	Number students meeting expected growth (Y)	Number students NOT meeting expected growth (N)
All	65.1	2505	1341
African American/Black	59.5	512	349
Asian	78.2	115	32
Hispanic/Latino	60.2	493	326
Multi-Racial	69.2	265	448
White	68.5	1116	513

Other	-	-	-
Grade 3	52.8	323	289
Grade 4	70.8	442	182
Grade 5	21.2	473	182
Grade 6	67.2	419	205
Grade 7	60.1	404	268
Grade 8	67.4	444	215
Fall SY24			
	Percent students meeting expected growth (Y)	Number students meeting expected growth (Y)	Number students NOT meeting expected growth (N)
All	60.4	2246	1473
African American/Black	58.2	467	335
Asian	67.1	94	46
Hispanic/Latino	60.3	509	335
Multi-Racial	60.2	222	147
White	61.0	950	607
Other	-	-	-
Grade 3	49.7	284	288
Grade 4	66.6	409	205
Grade 5	61.4	383	241
Grade 6	62.9	400	236
Grade 7	59.6	361	245
Grade 8	61.3	409	258

*Data not reported for any group<10

Reading: College Career Readiness Benchmarks (SAT)

Reading: College Career Readiness Benchmarks (SAT)			
Fall SY22			
	Percent Meeting CRB (Grades 5-8)	Number Meeting CRB (Y)	Number NOT Meeting CRB (N)
All	75.9	1999	636
African American/Black	53.9	307	263
Asian	87.8	86	12
Hispanic/Latino	56.5	305	235
Multi-Racial	85.4	223	38
White	92.6	1073	86
Other	-	-	-
Grade 3	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A
Grade 5	74.5	476	163
Grade 6	76.1	516	162
Grade 7	72.4	466	178
Grade 8	80.3	541	133
Fall SY23			
	Percent Meeting CRB (Grades 5-8)	Number Meeting CRB (Y)	Number NOT Meeting CRB (N)
All	73.3	1918	697
African American/Black	51.3	302	287
Asian	85.7	90	15
Hispanic/Latino	53.4	298	260
Multi-Racial	86.0	215	35

White	91.1	1008	99
Other	-	-	-
Grade 3	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A
Grade 5	73.4	479	174
Grade 6	71.9	448	175
Grade 7	72.5	491	186
Grade 8	75.5	500	162
Fall SY24			
	Percent Meeting CRB (Grades 5-8)	Number Meeting CRB (Y)	Number NOT Meeting CRB (N)
All	78.2	1964	547
African American/Black	55.2	283	230
Asian	86.0	86	14
Hispanic/Latino	64.4	377	208
Multi-Racial	88.9	216	27
White	93.8	999	66
Other	-	-	-
Grade 3	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A
Grade 5	75.4	469	153
Grade 6	78.9	496	133
Grade 7	77.4	462	135
Grade 8	81.0	537	126

*Data not reported for any group<10

Reading: At or Below the 25th Percentile

Reading: At or Below the 25th Percentile			
Fall SY22			
	Percent at/below 25th percentile (Y)	Number at/below 25th percentile (Y)	Number Above 25th percentile (N)
All	13.2	433	2859
African American/Black	29.1	204	496
Asian	7.6	10	122
Hispanic/Latino	24.0	163	517
Multi-Racial	5.9	19	301
White	2.6	37	1415
Other	-	-	-
Grade 3	N/A	N/A	N/A
Grade 4	15.8	103	551
Grade 5	15.5	99	540
Grade 6	11.1	75	603
Grade 7	13.8	89	555
Grade 8	9.5	64	610
Fall SY23			
	Percent at/below 25th percentile (Y)	Number at/below 25th percentile (Y)	Number Above 25th percentile (N)
All	14.7	478	2783
African American/Black	30.3	217	499
Asian	7.6	10	122
Hispanic/Latino	24.9	174	524
Multi-Racial	8.1	26	294
White	3.6	50	1338

Other	-	-	-
Grade 3	22.7	5	17
Grade 4	16.4	102	522
Grade 5	17.0	111	542
Grade 6	14.5	90	533
Grade 7	12.4	84	593
Grade 8	13.0	86	576
Fall SY24			
	Percent at/below 25th percentile (Y)	Number at/below 25th percentile (Y)	Number Above 25th percentile (N)
All	12.2	382	2746
African American/Black	28.2	187	477
Asian	5.3	6	108
Hispanic/Latino	19.6	141	577
Multi-Racial	6.2	19	288
White	2.1	28	1292
Other	-	-	-
Grade 3	N/A	N/A	N/A
Grade 4	16.5	101	511
Grade 5	14.3	89	533
Grade 6	12.7	80	549
Grade 7	10.1	60	537
Grade 8	7.7	51	612

*Data not reported for any group<10

Reading: Met Projected Growth

Reading: Met Projected Growth			
Fall SY22			
	Percent students meeting projected growth (Y)	Number students meeting expected growth (Y)	Number students NOT meeting expected growth (N)
All	52.6	1731	1561
African American/Black	51.4	360	340
Asian	55.3	73	59
Hispanic/Latino	54.4	370	310
Multi-Racial	52.2	167	153
White	52.2	758	694
Other	-	-	-
Grade 3	N/A	N/A	N/A
Grade 4	46.9	307	347
Grade 5	47.9	306	333
Grade 6	54.6	370	308
Grade 7	52.8	340	304
Grade 8	60.4	407	267
Fall SY23			
	Percent students meeting expected growth (Y)	Number students meeting expected growth (Y)	Number students NOT meeting expected growth (N)
All	56.5	1841	1420
African American/Black	53.2	381	335
Asian	56.8	75	54
Hispanic/Latino	55.9	390	308
Multi-Racial	59.4	190	130

White	57.7	801	587
Other	-	-	-
Grade 3	18.2	4	18
Grade 4	51.1	319	305
Grade 5	52.5	343	310
Grade 6	63.2	394	229
Grade 7	54.2	367	310
Grade 8	62.5	414	248
Fall SY24			
	Percent students meeting expected growth (Y)	Number students meeting expected growth (Y)	Number students NOT meeting expected growth (N)
All	59.8	1871	1257
African American/Black	58.1	386	278
Asian	58.8	67	47
Hispanic/Latino	60.0	431	287
Multi-Racial	58.6	180	127
White	61.0	805	515
Other	-	-	-
Grade 3	N/A	N/A	N/A
Grade 4	57.7	353	259
Grade 5	51.1	318	304
Grade 6	68.8	433	196
Grade 7	57.1	341	256
Grade 8	64.1	425	238

*Data not reported for any group<10